DOCUMENT RESUME

ED 121 986 CE 006 742

AUTHOR Vinarskai, Eugene T., Comp.; Laird, Nicola R., Comp.
TITLE Aids to Integrating Career Education Into the Educational Program. Oregon ASCD Curriculum Bulletin, Vol. 30, No. 330.
INSTITUTION Oregon Association for Supervision and Curriculum Development, Salem.; Oregon State Board of Education, Salem.
PUB DATE Jan 76
NOTE 56p.
AVAILABLE FROM Oregon Association for Supervision and Curriculum Development, P. O. Box 421, Salem, Oregon 97308 ($2.50)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Career Planning; *Curriculum Design; Curriculum Development; Curriculum Planning; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; Integrated Curriculum; Learning Activities; Occupational Choice; Occupational Clusters; Occupational Guidance; Research and Development Centers; School Personnel; Statewide Planning; *Vocational Counseling; *Vocational Education
IDENTIFIERS Oregon

ABSTRACT

The bulletin contains curriculum materials which emphasize career awareness, exploration, and preparation level programs; career guidance and counseling; and personnel development. Each section provides background information generally supplied by the Oregon Department of Education. This basic information is followed by examples of materials presented by local school districts. The seven sections deal with: (1) building career education into the curriculum; (2) career awareness (an overview, student outcomes with grade level activities, and administration and staff development); (3) career exploration (State definition, examples of cluster orientation activities, cluster exploration, exploratory work experience, career decision making, and student outcomes); (4) career preparation (the cluster concept with information and objectives for specific job clusters, classification of career clusters, and integration of the career experience); (5) occupational specialization; (6) career guidance and counseling (philosophy, needs assessment, and grade level objectives); and (7) summary of Oregon's personnel development methods (cadre training, development centers, preservice and inservice programs, and sample training materials). A list of 20 references, coded as to source and availability on a loan or permanent basis, is included. (Author/MS)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

MAR 24 1976

ED121986

Oregon ASCD

Curriculum Bulletin

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Aids To Integrating Career Education Into The Educational Program

No. 330
Vol. XXX
January 1976
Price $2.50

Compiled by:
Eugene T. Vinarskai
Coordinator of Career Education
and Applied Research

Nicola R. Laird
Specialist, Dissemination
Oregon State Department of Education

Editor:
Charles Gengler

Associate Editors:
Jule Crume
W. O. Engebretsen
May Lucas
Elizabeth Nance
Rose Marie Service
Harold Stauffer
Janet Witter

Editor Emeritus:
Hugh B. Wood

Published by:
Oregon Association for Supervision
and Curriculum Development
P.O. Box 421
Salem, Oregon 97308

CE008742

Before your students
discover what they'll be
tomorrow...

they have to
see who they are
today.

Careers in Focus
Careers in Focus
Careers in Focus
Careers in Focus
Careers in Focus
Careers in Focus

Gregg McGraw-Hill

Aids To Integrating Career Education Into The Educational Program

Compiled by
Eugene T. Vinarskai and Nocola R. Laird

TABLE OF CONTENTS

		Page
	Introduction	
I	Career Education	2
	Career Education in the Curriculum	2
	Illustrative Materials	3
II	Career Awareness	4
	Point of View	4
	Student Outcomes	5
	Administration and Coordination	12
	Staff Development	12
III	Career Exploration	14
	State Definition	14
	Cluster Orientation	14
	Cluster Exploration	18
	Exploratory Work Experiences	18
	Career Decision Making	18
	Student Outcomes	19
IV	Career Preparation	20
	The Career Cluster Concept	20
	Classification of Career Clusters	24
	Integrating the Career Experience	30
V	Occupational Specialization	30
VI	Career Guidance and Counseling	31
	General Philosophy	31
	Needs Assessment	31
	Objectives	31
VII	Oregon's Personnel Development	34
	Cadre Training	34
	Personnel Development Centers	35
	Preservice Career Education	35
	Inservice Career Education	36
	Summary	49
	References	49

INTRODUCTION

The materials presented in this bulletin were prepared by personnel in the Oreon State Department of Education and in local school districts in Oregon, and have been extensively field-tested in Oregon schools. The bulletin thus becomes a practical handbook for teachers and administrators, regardless of location and/or level of educational activity, who are concerned with the development of career education programs, activities, and materials, and accept the general philosophy of career education being integrated into the total education of youth.

One purpose of these materials is to make readers, both in and out of Oregon, aware of various aspects of the career education program in Oregon. A second purpose is to bring attention to some of the resources available through the Oregon Department of Education Resource Dissemination Center, either by loan or direct acquisition. An availability code is keyed to the list of references at the end of this bulletin, which indicates whether the materials can be purchased from the source, or only borrowed from the Dissemination Center Library.

In these materials, emphasis is given to career awareness, exploration, and preparation level programs; career guidance and counseling; and personnel development. Each section provides background information, generally supplied by the Oregon Department of Education; this basic information is followed by examples of materials prepared by local school districts. The general information has broad career education program implications while the materials prepared by the local districts have more specific application to student needs in the local communities.

SECTION I, CAREER EDUCATION

Career education, as an integral part of the total educational program, embraces the concept that each individual must learn to function effectively in a minimum of six life roles: learner, individual, producer, citizen, consumer, and family member. Using the producer role as a major focal point, career education provides, within the curriculum, learning experiences to develop the attitudes, knowledge and skills which enables each person to perform successfully in an occupational role and to assist him in related life roles. Learning experiences center around four major objectives: (a) to enhance learning about oneself as a basis for future career decisions, (b) to provide awareness and exploration of potential occupational fields, (c) to provide career preparation in occupational clusters, leading to competencies for employment for further education, and (d) to develop advanced competencies needed for effective performance in a specific occupational area.

Infusion of career education into the curriculum can make both education and life more meaningful. The following objectives are guideposts to learner accomplishments:

1. To enable the learner to experience some opportunities for success and, therefore, grow measurably in self-assurance and self-concept.
2. To enable the learner to develop positive attitudes toward others and appreciate individual differences among people.
3. To enable learners who leave our educational system at various levels to be equipped with the vocational skills, self-understanding, and career decision-making skills which are essential for making a successful transition from school towork and to maintain a role of productivity in society.

BUILDING CAREER EDUCATION INTO THE CURRICULUM

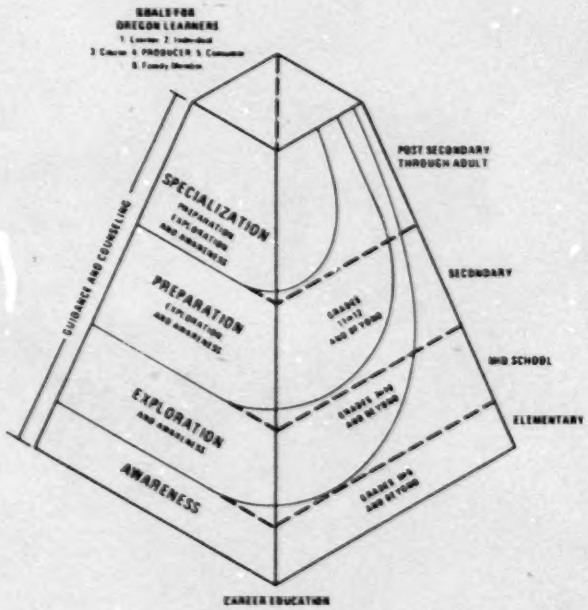
To achieve an integrated curriculum, it is important to:

1. Assess the degree of emphasis of career education concepts within the present curriculum.
2. Determine the extent to which career education concepts should permeate the entire curriculum.
3. Identify resources, strategies and techniques which will bring infusion of career education into the curriculum to a projected level.

The total curriculum must provide opportunities for developing insights into, and exploring and preparing for the life roles on a continuing basis. Opportunities should correspond with the appropriate interest and comprehension levels of each learner.

Career education begins with the students earliest schooling experiences and extends through their adult lives. It encompases:

1. The development of *Career Awareness*, usually in grades K-6 but also provided at other levels for students who are at that point in their career development.
2. Opportunities for *Career Exploration*, emphasized in grades 7-10 but also available to all secondary, post secondary, and adult students.
3. *Career Preparation*, focusing on career cluster programs at the eleventh and twelfth grades.
4. *Occupational Specialization* through occupational preparatory and supplementary programs, usually offered through community colleges, apprenticeship, private vocation-technical schools, and four-year colleges and universities.
5. *Career Guidance* services, available at all levels to give continuity to the student's career development.



The Model above shows added dimensions to all levels of career education

To assist educators in the implementation of the career education process, a collection of materials developed in the state has been gathered in the Resource Dissemination Center at the Oregon Department of Education. A publication entitled, *Career Education Resource Catalog*, lists the materials individually along with descriptive annotations. The catalogs have been sent to librarians, principals, superintendents, and career education coordinators in the state. Through these contact people, teachers may submit requests to the RDC for items which they have located in the catalog. In the following pages, reference will be made to some of these materials; full bibliographical data for these materials are included at the end of this handbook.

ILLUSTRATIVE MATERIALS

The following materials have been developed by principals and coordinators of some of the Oregon Schools:

Example I

Point of View

Career education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, occupational and avocational. Career education enables students to examine their abilities, interests, and aptitudes, relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 (see Section II of this handbook) will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10 (see Section III), the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 (see Section IV) will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills, and retraining opportunities.

Career education is neither a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going, activity-oriented process incorporated throughout the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

Portland Public Schools, Area II[1]*

Example II

Career Development Concepts:

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.

— Amity School District 4J[2]

Example III

Career Awareness

Career education objectives are manifest at the elementary level as career awareness. Under a career-focused curriculum, career awareness is not a separate subject but is developed in each classroom within traditional subject matter areas. The scope of each subject changes to incorporate the many occupational careers related to the topic being studied.

As with the entire career education program, career awareness emphasizes the producer role and its

* These numbers refer to the complete references, which will be found at the end of the manual.

relationship with other life roles. Moreover, the dignity of all work is stressed by examining the contributions to society of a variety of occupations. The student is the focal point of career awareness learning activities intended to implement the career development process. As a departure point, students are encouraged to examine personal needs in relation to various occupations.

An awareness program provides opportunities for learners to participate actively in:

1. Making decisions that relate to their career development.
2. Discovering their occupational aptitudes and interests.
3. Developing their individual learning styles — the ways they learn best.
4. Expressing their self-awareness as it relates to career development, occupational interest, and the role of the producer.

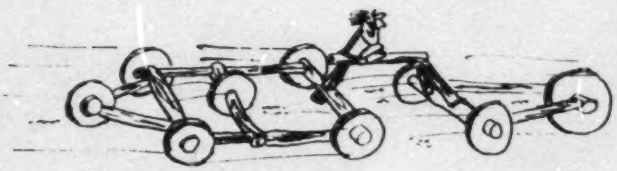
— Implementing Career Awareness
in the Elementary Schools,
Oregon Department of Eduction[3]

SECTION II, CAREER AWARENESS

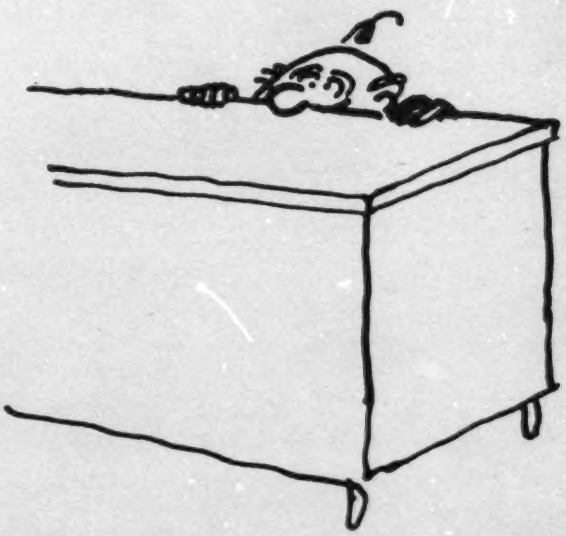
POINT OF VIEW*

Career awareness is a process by which an individual becomes aware of:

1. His own identities as applied to his life roles.
2. How he affects and interacts with others, and
3. How others affect and interact with him.



Career awareness philosophy encompasses the entire educational process at the elementary school level. A large part of the content of career awareness is imbedded within the existing curriculum. It demands the integration of that curriculum.



Career awareness, by necessity, addresses itself to these questions:

1. What is good education?
2. What do we want for kids?
3. Why are we here, anyway, and what are we doing?

*The material in this section is adapted from: *The Career Awareness Pocket Manual*, Eugene Public Schools.*

Career awareness for *Coordinators* could mean:

1. Visiting schools and classrooms to show teachers and students you are interested in what and how they are doing.
2. Helping children see the world as a whole, through the integration of the curriculum.
3. A great way of presenting your subject in order to get the most out of it.

Career awareness doesn't clutter up the curriculum - it is the curriculum.

Career awareness for *Principals* could mean:

1. Identifying your own values and attitudes.
2. Allowing teachers the freedom to take risks.
3. Guiding teachers who are afraid to take a chance.
4. Giving positive feedback to teachers when they demonstrate a humane approach with kids. (For example: "I like what I saw you doing with that child." "What is happening in your room that makes you feel good?")
5. Expressing your own feelings about kids and what's happening in school.
6. Communicating with parents and giving them opportunities to see Career Awareness as a meaningful philosophy for their children — and for them! (Example: "Yes, Mrs. Jones. Jimmy is getting Reading, Writing and Math in school. Come and see.")
7. Getting into the classroom to see what's happening.

Career wareness for *Teachers* could mean:

1. Accepting and treating kids as individuals.
2. Knowing your values and attitudes *before* helping kids clarify their own.
3. Integrating the curriculum, constantly relating it to each child.
4. Allowing kids to learn about their world in their own way.
   (Suggestion: "Let's take time to share your ideas with the class.")
5. Allowing kids to make choices and then helping them to learn to live with the outcomes.
6. Using parent and community resources to broaden kids' understanding of the life roles (careers) assumed by other people.
7. Helping kids understand how they can relate to others in a meaningful way. (Suggestion: "Jane, will you help us solve this problem? We're stuck!")
8. Using many different tools for helping kids become *aware*.
9. Allowing kids to pursue their interests, regardless of sex.
10. Working with the entire educational team for the ultimate good of each child. (Suggestion: "He can do it! Let him!")

Career awareness for *Parents* could mean:

1. Giving your children the opportunity to verbalize their feelings about their experiences.
2. Sharing your own feelings with your children.
3. Taking an interest in what is happening at school and how it affects your children.
4. Sharing your experiences and occupational knowledge with your own children and other students.
5. Being willing to learn, along with us, some more effective ways of relating to kids.
6. Clarifying your own values and attitudes (Suggestion: "I don't understand that, Son. Will you explain it to me?")

Career awareness for *Students* could mean:

1. Feeling good about themselves.
2. Feeling good about others.
3. Learning how they relate to others.
4. Learning how others relate to them.
5. Understanding how the things they learn in school can be used *now* as well as in the future.
6. Learning the process of value clarification.
7. Developing some positive attitudes.
8. Having opportunities, as well as skills, to express their feelings about *all* of their experiences.
9. Being able to make decisions and then accepting the outcomes.
10. Learning to make *wise* decisions.
11. Having a chance to see how they fit into each life experience.
12. *Feeling — Relating — Doing — Learning — Enjoying — Growing.*

STUDENT OUTCOMES FOR CAREER AWARENESS

The following pages are meant to help teachers build a curriculum based on broad objectives. Teachers should develop specific learning activities along with the broad objectives.

Broad objectives, stated as student *outcomes*, are:

I Students should be provided opportunities to develop attitudes and acquire knowledge about the world of work.

II Students should be able to identify their individuality and continue to develop a relationship with an occupational role.

III Students should experience activities in decision-making, communicating, and creating, as related to the world of work.

IV Students should develop physical and mental skills related to careers.

The student outcomes expressed here are founded on certain *assumptions*, i.e., each student is:

1. Unique, with individual needs and aspirations.
2. A separate personality with the right to pursue individual potential.
3. Likely to participate if given a meaningful role in the educational process.
4. Capable of participating in methods of inquiry.
5. Capable of learning by discovery.
6. Able to acquire technical knowledge regarding an occupational role.

A time frame for the student outcomes is suggested, such as, "by the end of grade three" and "by the end of grade six." The third and sixth grades should be viewed as check points in the student's career development. Each school district should adapt these objectives to its situation.

Outcome I

Students should be provided opportunities to develop attitudes and acquire knowledge about work.

By the end of the third grade, students should be able to:

1. Identify and describe the roles of family members.
   a. Begin to understand the relationship of the producer life role to family, citizen, consumer, individual, and learner life roles.
   b. Identify parents' occupation(s).
   c. Describe where parents work.
2. Identify and describe various tasks the student performs with the family.
3. Begin to identify workers in the community.
4. Recognize that some work requires individual effort and other work requires group participation.
5. Understand the need for a monetary system.
6. Recognize why most members in a community seek work.

By the end of the sixth grade, students should be able to do such things as:

1. Identify the work of others and realize an individual's dependence on other members of the community.
2. Understand that the home environment is a factor in career development.
3. Move from identification of workers to an understanding of work as a need of society.
4. Understand the community as a resource for career development.
5. Understand the school environment as a resource for career development.
6. Participate in an economic system and know the difference between production, distribution, and consumption.
7. Acquire and demonstrate knowledge about economics and its impact on the citizen, family, individual, producer, learner, and consumer life roles.
8. Be aware of a variety of careers for exploration in the junior high school.
9. Be aware of job classification systems and participate in activities that relate to the career cluster concept.

Appropriate activities designed by career awareness specialists should follow each of the student outcomes in order to show how these are to be achieved specifically. The following is from the file of those activities having to do with knowledge and attitudes of work.[5]

Example I

JOBS IN A NEWSPAPER

Grade 3-6 Language Arts

Time: 1 hour.

Concept: Many jobs can be represented in a newspaper story or picture.

Behavorial Objectives: Students will be able to:

1. Read articles and look at pictures in a newspaper.
2. Identify and name various jobs represented in a picture or article.

Procedure:

1. Give each student a newspaper.
2. Directions: Read through the newspaper and find an article or picture which shows or represents any job or jobs. When you find what you want, cut it out and paste it on the butcher paper. If there is time, you may find more than one article or picture.
3. As the teacher points to individual pictures or reads the articles the students identify as many jobs from each one. A team of recorders may list all the jobs identified on to a large piece of butcher paper.
4. Through a questioning strategy, the teacher can lead students to identify jobs that are not as obvious as others, (such as the jobs that manufacture various items in pictures, models in ads, people that make the paper, newspaper jobs, etc.)

Comment: You may decide to divide the newspaper into sections and deal with one section a day ending up with the classified ads. The next step may be to put out

a school newspaper, using the format of a real newspaper, depicting the jobs of school workers.

Utilize all of the sections, sports page, comics, want ads, headlines, etc. Individualizing learning is good but let's not miss the need for group identity. Break the class up into groups who have responsibility for the development of each section. Be careful; criticism identifies inadequacies but encouragement develops a willingness to learn.

Created by John Young
Mt. Vernon Elementary
Springfield, Oregon

Comment by:
John Davies, Specialist
Career Awareness
Oregon Dept. of Education

Outcome II

Students should be able to identify their individuality and continue to develop a relationship with an occupational role.

By the end of the third grade, students should be able to do such things as:

1. Describe self in relation to family and school.
2. Describe individual uniqueness and how it applies to the family, citizen, individual, producer, learner, and consumer life roles.
3. Begin to understand and function in a constructive manner in relation to the physical environment.
4. Recognize acceptable behaviors in the home, school, and community.
5. Begin to develop interpersonal skills.
6. Recognize learning in school as one factor in career development.

By the end of the sixth grade, students should be able to do such things as:

1. Identify additional interpersonal skills and understand how these skills affect the life roles.
2. Understand and identify strengths and weaknesses of individuals and how these characteristics affect job choices.
3. Recognize that different experiences may create different work habits and attitudes.
4. Evaluate personal strengths, weaknesses, likes and dislikes, as they apply to present career interests.

The following activity, again designed for use at grade levels 3-6, deals with the concept of self-awareness.

Example II

Identification of Symbols

June 1973 **Grades 3-6**

Concept: Visual and auditory symbols represent different concepts and definitions to groups and individuals.

Objectives: Groups of students will be able to:

1. Identify symbols that represent concepts of society from a given list of symbols.
2. Observe and respond to other groups' identified symbols.
3. Present the symbols of society.
4. Illustrate the symbols and concepts by sketching, cartoon form, or sentence form.

Note: This activity is intended to be extended beyond the one hour initial experience. Continual awareness of objects, symbols and ideas that are around us may help us to appreciate our environment. Skills are only as useful as they are, or can be, applied to real life situations.

Activity: *Day One (40-60 minutes)*

(10 min.) Divide the class into small groups. Review the following symbols from the chalkboard.

In our school identify the following symbols of:

Love	Our Class
A Happy School	Religion
Cleanliness	Cooperation
Authority	Dependability
Honesty	Respect

(10 min.) Place pieces of butcher paper around the room for students to enter the symbols they found. Title the paper with the above list. Send the students out of the room to collect symbols.

(10 min.) Upon returning to the classroom, students are to enter their symbols on the butcher paper, either by drawing or in sentence form.

(20 min.) Class discussion about the symbols they found. It is important that the teacher not make value judgments about the symbols.

Activity: *Day Two (30 minutes)*

(10 min.) Review symbols from previous day and discuss other symbols that may represent society, work, values, self, ethnic groups, etc. Be sure to emphasize visual and auditory symbols.

(20 min.) Provide old newspaper and magazines for students to cut up. Assignment to students: cut out 3 pictures, words or other items that represent symbols you could share with the class.

Activity: *Day Three (30 minutes)*

Provide for an open classroom meeting in which students can share their symbols of society. Provide a bulletin board area for their cut-outs from the previous day.

Activity: *Day Four (60 minutes)*

Provide guidelines for developing comic strips. Each student or groups of students should have a set of comic strips to look at as a guideline.

Have each student or groups of students develop a comic strip relating to the symbols of society.

Comment: The key to any program is the ability to build in alternatives. Choice creates a necessity for learning. If one is given alternatives, it means they have a choice and consequently would have some personal worth at stake.

If the curriculum does not directly affect or involve the teachers and students, then both will miss the concept.

Created and Developed by:

John Davies, Specialist,
Oregon State Department of Education[5]

Outcome III

Students should experience activities in decision-making, communicating, and creating as related to the world of work.

By the end of third grade, students should be able to do such things as:

1. Participate in play as formative exercise for future habits within the work role (i.e., creative and dramatic role playing).
2. Identify examples of interpersonal relationships.
3. Identify examples of decision-making in the career development process.
4. Identify and use basic methods of communication.
5. Develop an awareness of the need for creativity in many occupations.

By the end of sixth grade, students should be able to do such things as:

1. Identify and participate in a decision-making process.
2. Identify communication skills necessary in various occupations.
3. Develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.
4. Identify examples of decision-making in the occupational role.

An activity in decision-making skills follows:

EXAMPLE III

Simulation – Earth

March 1973 **Grades 4-6**

Concept: Decision-making can take on many forms and levels of thinking.

Objectives: Students should be able to:

1. Solve problems through consensus
2. Express the development of their group
3. Identify factors that cause conflict
4. List occupations necessary for their group to operate
5. Write job descriptions for their group
6. Question actions of other groups
7. Develop and organize a representative body of students to carry out room government.
8. Diagram their room area
9. Identify the economic structure of their country
10. Recognize differences between individuals and groups

Materials needed:

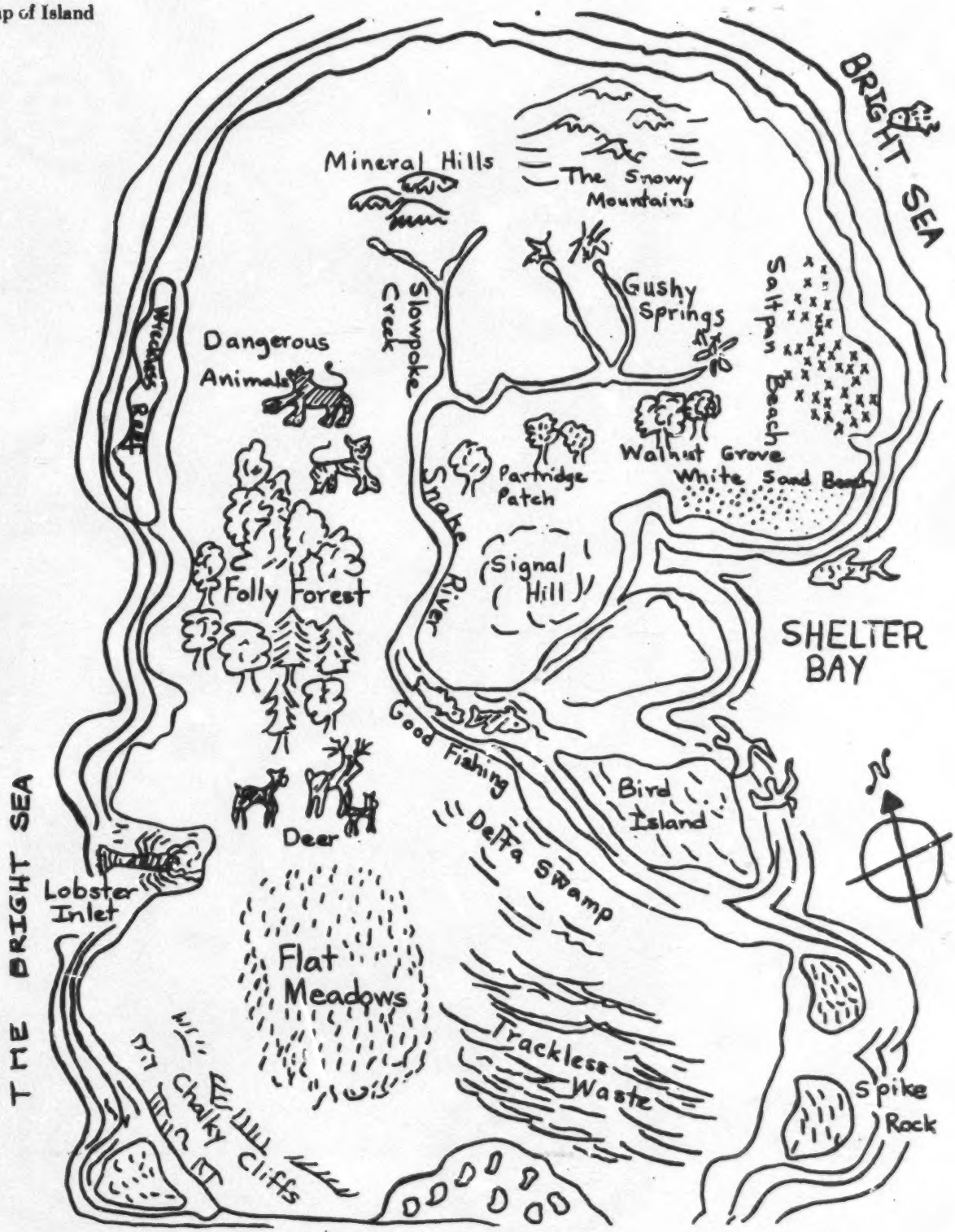
Bulletin board	Large pieces of
Map of Island	butcher paper
(See illus. next page)	Old magazines
Yellow tape	Accounting system
Play money	List of natural resources
Felt pens	for each country on the Island

Note: This activity is intended to last at least four weeks. The longevity will be determined by the reaction of the students and the ability of the teacher to direct the traffic, both physically and mentally. Normally the activity would be written on a day-to-day basis; but since this activity will require intuition by the teacher, it is impossible to predict the outcomes. So, only the first five days have been defined and paragraphs have been used to explain the possible avenues of exploration for the student.

Activity: *Day 1 (20 minutes)*

Develop a bulletin board using the map illustration for your focus. Discuss the bulletin board and the island's various aspects. Tell the students that they are the first people on this island and they need to form five countries. Each area for a country will be designated on the map by boundaries and numbers. We will have a drawing on which area your group will be placed.

Map of Island



Directions: *(10 minutes)*

Place yourself in five groups, making your groups as equal as possible. Write down the names of students in your group and hand in to the teacher.

Activity: *Day 2 (20 minutes)*

Convene the five groups that were made yesterday and have each group appoint a representative. The representatives will draw a number out of the container to determine where their group will be placed on the map. Give each group a list of their natural resources for their area on the island. Allow 5-10 minutes for each group to appoint a governor and discuss their natural resources.

Activity: *Day 3 (60 minutes)*

Tell the students that we are going to organize the room into areas like our map. You will be responsible for your regular class work and it will be done in your area. Move desks into the areas and have students mark off their area with yellow tape.

Carry out a discussion with the students on how our island is going to operate. Examples of problems to discuss:

1. Can anyone enter the state?
2. Do we have common areas that anyone can use?
3. How does area five get out to recess if area one owns the land?
4. How are you going to use your natural resources to improve the economics of your state?
5. Do you have interstate freeways?
6. Who is responsible for various jobs in your area?

Do not attempt to resolve these problems but let them be resolved as the issues occur while in operation.

Activity: *Day 4 (60 minutes)*

Explain the rules to the students and post on bulletin board.

Rules:

1. When the teacher says "freeze" everything stops.
2. Each group must have a job for each member in that group.
3. A job description should be written for each member.
4. We will stay in our groups throughout the day.
5. The group will receive federal reimbursement for asignments completed.
6. Each group should attempt to utilize their natural resources.
7. Each group should produce a product that will be needed by other groups.

These rules are basic but they can be changed or added to as the class evolves from one crisis to the next. As a teacher you may have to change your style and be less directive in nature. Your position will be one of a listener, clarifier, facilitator, and convener for the groups. It would be best to make class assignments on a weekly or at least a daily basis so that there is a minimum of interference. You will probably have to individualize your teaching while they are in this activity.

Activity: *Day 5 (30 minutes)*

Hand out natural resources for each group.

Area 1 - Stapler, paper fasteners, hole punch, glue, tape, etc. – all fastening types of items.
Area 2 - Paper – art and work sheets for assignments.
Area 3 - Pencil sharpener, playground equipment, books
Area 4 - Water, sink, counters.
Area 5 - Coat area, closets, chalkboard, chalk, erasers.

Each area can determine how much it will lease, sell or provide services for the other groups.

Note: During the duration of the activity the teacher can arrange various circumstances by requiring that assignments be stapled, or that art work is due on Monday, etc.

Each group will be expected to develop and implement a banking system. The federal subsidy will come from the teacher when groups have finished their assignments.

Using the diagram on the bulletin board, have students mark off their room area. The diagram should have measurement dimensions so that students may use their math skill in surveying their land. A possible name for the Island may be "Rectangle Island." Use the dimensions of your room to develop your scaled island on the bulletin board. This way there is an opportunity to teach map skills and the need for accuracy when measuring. You may want the students to file a deed with you that gives the exact measurement of their area.

At various times you may want to introduce catastrophe or windfall episodes that would affect one or all groups.

A large piece of butcher paper should be placed in each group so that it is visible to other groups. The assets and liabilities of their area are to be listed. You will probably want to allow one-half hour at the end of the day to carry out any final banking transactions

to bring their data sheet up to date. Groups may decide to keep accurate records as each day passes and enter their accounts at the time of the transaction.

You can create your own situations and length of interactions. Let your mind expand to the wildest idea and then see if it meets your basic education goals.

Reading, writing, arithmetic and all of the other curriculum areas are important only if they serve to make our children more humane. So it is important to understand that process evolves as the group needs are expressed and should not be hurried. Part of process is having a choice, and we assume that we know that is good for children. The real issue should be: Do we set up proper strategies that allow children choices to determine what is good for them?

Created by:
John Davies, Specialist
State Department of Education[8]

Outcome IV

Students should develop physical and mental skills related to careers.

By the end of third grade, students should be able to do such things as:

1. Become aware that the world of work requires certain physical movements.
2. Begin to identify and understand the relationships between classwork, activities, and choice in careers.

By the end of sixth grade, students should be able to do such things as:

1. Demonstrate that certain occupations require certain physical movements.
2. Apply skills obtained to demonstrate:
   a. Job performance in the classroom.
   b. The relation of skills to careers.

This last activity deals with the area of strengths and weaknesses, but is limited to use at grade levels 1-2.

EXAMPLE IV

Why Differences?

December 1972 **Grade Level 1st-2nd**

Concept: Discrimination as a concept and a factual occurance.

Objectives:

Students should be able to:

1. Use problem-solving techniques to resolve conflict.
2. Identify decision-making skills that help resolve conflict.
3. Participate as a discriminator or one who has been discriminated.

Materials (media) and resource people:

Film – "Just Like Me"
Story from October Sesame Street Magazine – "The King and The Fireman"
Candy or some fun treats for the class

Careers or life role represented in activity:

Fireman	T.V. Repairman
Milkman	Bus Driver
Cook	Doctor
Storekeeper	Etc.

Activity:

Day one: Show film and discuss.

Day two: Students draw picture of a friend (emphasize height, eyes, hair, etc.). Then draw picture of another friend and all students compare these pictures to determine likenesses and differences.

Day three: Choose a trait (like all those with brown eyes) and give children having it a treat. Have the other students sit with their heads down. Have the treated students go back to their seats with their treat. Then call up the students that did not have brown eyes, and tell them that they do not get any treat. Ask them a series of questions like: Do you think that it is fair that the others got treats? Why didn't you get treats? Was that a good reason? Do you know anyone who did not get to do something because he was different? What are some differences? Then give treats to the rest of the class.

Day four: Read the story "The King and the Fireman." Then choose a job that all students in the room can do – like close the curtains, erase the board, etc. Be like the King in the story and expect all students to do the job that is suggested. Discuss the outcome. As a class, decide better ways to assign class jobs.

Day five: Refer to yesterday's story and then

make list of different jobs and occupations. Discuss what would happen if the President decided that everyone in this country had to be a painter, and what would happen without the listed occupations. After this, develop the idea of the need for people to fill all the different types of jobs that there are.

Developed by:	Comment by:
Debbie Eason Mt. Vernon Elementary School, Springfield	John Davies, Specialist Oregon Department of Education[5]

Comment:

When dealing with student's feelings it is important that we respect their attitudes and feelings and attempt to leave your values out of the discussion. Before doing this activity discuss it with one other teacher and your administrator

With a thrust towards career awareness, the Springfield School District has developed a number of activities which they have published in a handbook entitled *Teacher Guide for Career Awareness Process in the Elementary School.*[6] These activities support such processes as Decision Making (46 activities), Strengths and Weaknesses (36 activities), Knowledge of Attitude Toward Work (29 activities), and Self-Awareness (32 activities). These are coded by grade level and support the four outcomes discussed above.

ADMINISTRATION AND COORDINATION

School districts have been developing long-range plans to establish career education as a part of the curriculum. Individual elementary schools should be encouraged to develop plans for the career awareness components which support the district's long-range philosophy and program for career education. Each plan should prescribe opportunities through which students can acquire knowledge about work, self, occupational roles, decision-making skills, communication, and physical and mental skills related to careers. The foregoing section on student outcomes suggests the instructional objectives which the career awareness program should be designed to meet. To insure that implementation will occur, long and short-range plans should be developed by the staff with active participation by district administrative personnel.

An emphasis on assessment and evaluation should prevail throughout the development of the career awareness program, even though some of the student outcomes can not be easily measured. It can be assumed that certain outcomes may not be observable until later in the student's life; but it will be helpful to develop a method by which a student's experiences and progress can be recorded.

Administrative organizational patterns should be developed to assist in the implementation of the planned program. District administrators should have the opportunity to supply and interpret data on curriculum development. Experience suggests that three major ideas support successful curriculum change:

1. Each individual's job needs to be defined and should include expected program outcomes.
2. Staff members should participate in the decision-making process of the organization.
3. Autonomy is a necessary component to allow individuals to manage their own jobs.

Research and exemplary projects in career education conducted in Oregon have demonstrated the value of considering the following practices in planning for program coordination:

1. One administrator should coordinate the entire district program.
2. Final responsibility for individual building programs lies with the principal.
3. A building coordinator, with teaching experience, should be appointed for each elementary building. This person must have allocated time and a clear definition of responsibilities and authority. The staff should participate in the development of the job description and the selection of the coordinator.
4. Community resources are vital to the awareness program. They must be used to acquaint the students with the community of which they are a part. Interviews, field trips, and speakers will enhance the students' awareness of their surroundings. A planned approach to the use of community resources that eliminates duplication and provides coordination is imperative. The plan should provide for coordination with other district educational programs which may be using community resources.

STAFF DEVELOPMENT

Teacher Competencies

The teacher is the key element in designing and implementing a planned program of career awareness. Utilizing the following list of needed competencies, the

administration should be able to assess the teachers' abilities and should provide a planned program of staff development. Each teacher should be able to:

1. Develop and utilize learning activities that foster desirable attitudes regarding the worth and function at work.
2. Understand the school district career education program and identify a personal role in that program.
3. Assist students in understanding that responsibility and decision-making are parts of the career development process.
4. Identify major occupations and job characteristics which relate to learner experience and interest.
5. Identify people in the community who are willing to talk with students about their occupations.
6. Recognize the direct application of competencies developed in the required subject areas to the producer life role.
7. Identify organizational patterns and levels of jobs in industry, business, and government, and discover ways in which they affect the individual worker.

In-service training is the most important component in preparation for program implementation and operation. Following are some concepts to consider in organizing and conducting in-service programs:

1. Staff in-service training can include all district elementary staff or just building personnel.
2. To maintain staff competencies, in-service training should be continuous and self-renewing.
3. In-service training at the district level should be informative as well as functional. The information received from these meetings provides content for building level meetings.
4. Building level in-service training should stimulate curriculum development and activity-based program implementation.

Planning Staff Development

The following goals and objectives should be used as a guide in developing a staff development program for a school or district. These objectives should be considered minimal. Individual schools and districts should supplement them with their specific goals and objectives.

Goal 1: To develop an understanding of the scope and dimensions of career education.

Objectives: Teachers should be able to:

a. Demonstrate that career education is their responsibility.
b. Identify and demonstrate the relationship of career awareness to exploration, career preparation, and career specialization.
c. Provide examples of career education as a developmental process.

Goal 2: To develop a positive attitude about career awareness.

Objectives: Teachers should be able to:

a. Demonstrate career awareness as an integral part of their existing curriculum.
b. Identify positive learning activities for classroom use.
c. Implement and assess activities related to career awareness.

Goal 3: To develop the capacity to assess and the ability to evaluate career awareness.

Objectives: Teachers should be able to:

a. Identify and implement strategies for evaluating the career awareness process.
b. Participate in a training program to provide skills in evaluation.
c. Collect, record and interpret vital information for the evaluation process.

Supplemental Staff Activities

While in-service training is the basic element of staff development, the effective use of other activities can increase staff competencies. Consideration should be given to:

1. Short-term employment in business and industry.
2. Individual study and observation of workers on the job.
3. Individual research/study projects in such areas as institutional plans, visual aids, curriculum, etc.
4. Enrollment in credit career education courses.
5. Study of existing programs in other schools.

SECTION III, CAREER EXPLORATION

STATE DEFINITION

This level of the career education concept is defined in the *Guidelines for Implementing Career Exploration In The Early Secondary School Years*[7] as follows: To obtain maximum benefits from the career exploration phase of development, the program must provide orientation to, and in-depth, one-site exploratory experiences in occupations that are representative of the identified career clusters. Integration of the educational concepts of the classroom should take on added individual meaning through firsthand application to job situations, and through in-class reports from other students relative to their on-site job experiences. Defensible career decisions at this level of development, tentative though they may be, can lend definite direction to the remaining years of formal school training.

Essential Elements of a Career Exploration Program

Regardless of the configuration that the career exploration program takes, several elements are essential to accomplish the intended outcomes. These are:

1. Basic knowledge of economics as it affects work and living.
2. Self-understanding of occupational interests and aptitudes.
3. Decision making as it applies to career selection and preparation.
4. Basic knowledge of occupational clustering process and the available clusters.
5. Understanding of, and firsthand experience with, the basic knowledge and skills common to each cluster.
6. Observation of, and on-site work experiences in, occupations that are representative of the clusters or job families within the students' area of interests.

Economics of Work

This program provides insights into why and where people work and provides initial study of basic economic principles as they affect working and living in today's and future societies.

Activities are conducted to simulate employer-employee relations, union management problems, assembly line vs. individual production, and various other aspects of economics which are now or shortly will be affecting their lives. Initial preparation for part-time employment is approached through the obtaining of Social Security numbers, filing for a work permit, completing job applications, and participating in mock interviews.

Some students who have not previously worked at a steady job are allowed short-term work experiences during the school day.

Self-Understanding Through Occupational Exploration (SUTOE)

The SUTOE program emphasizes the people — data — things — hierarchy of jobs. The purpose of SUTOE is to instill ideas concerning one broad aspect of the decision-making process as it relates directly to almost all people in a democratic society. That broad aspect concerns investigation and evaluation of information about career opportunities and societal needs. While no individual in a democratic society should have the right to tell another what he must choose to do for a livelihood, nor how he must use his leisure time, these personal decisions are influenced by the overall needs and opportunities of the economic system. The resulting choices are likely to be due to immediate circumstances rather than rational planning unless the individual has a great deal of awareness regarding their choices open to him.

Cluster Orientation

It is imperative that all students, regardless of educational aspirations, become conversant with the cluster concept and aware of the cluster organization. To accomplish this, several approaches have been utilized. The first incorporates individualized learning packages designed to quickly acquaint the student and teacher with the cluster concept. Through a simplified study of the clustering process and an investigation of Oregon's presently identified clusters, the student becomes sufficiently familiar with the process to conduct a meaningful in-depth investigation of those clusters that hold an interest for him or her. Several of these packages were developed at Springfield High School. One, *Understanding the Career Cluster Health Occupations*,[8] has been reprinted in this section. There are other packages available from the Springfield School District in the areas of marketing, metals, secretarial, and mechanics. Accompanying activities specify an on-site visitation and/or a tape recorded interview with a worker within the cluster, a cursory study of the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook* and assorted other reading materials. An in-depth investigation through a

high school visitation to a cluster training program of interest to each student is in order.

The second approach to the cluster organization utilizes an instructional module of up to six weeks duration. The module is designed as a follow-up to the SUTOE offering, either as a separate mini-class, or as an integral part of an existing program. Such modules are under development in each of the clusters.

Example I

Understanding the Career Cluster
Health Occupations

Prepared by
Louise Hagebush, Teacher
Springfield Jr. High School*

Example of an Individualized Package

Purpose: To acquaint you with the occupations in the health service field and the subjects that you will need to take if you wish to get an entry-level job in this field.

Objectives: Upon completion of this package you can

1. List, and spell correctly, 10 jobs by specific title that are grouped in this cluster.
2. Name 5 tasks common to this cluster.
3. Name 10 tasks performed in one specific occupation in this cluster.
4. Write 2 or 3 paragraphs about speciality courses that you will study.

NOTE: If you can do the 4 requirements listed in the objectives, request the Pre-Test.

Assignments are: to make a tape recorded interview with a person employed in the health service field and to complete the Activity Sheets attached to this package.

How To Learn:

1. Read the information sheets.
2. Make an exploratory trip to the Health Occupations Department, Lane Community College. College.
3. Make an exploratory trip to Sacred Heart or McKenzie-Willamette Hospitals.
4. Refer to: *Occupational Outlook Handbook*, 1970-71, edition, pages 77-124.
5. Refer to: *Horizons Unlimited*, published by The AMA, 1970.
6. Visit or call the Lane County Health Dept. for job forecast information (Telephone 342-1311, Extension 354.)

Information Sheet 1
Introduction to the Health Occupations

Health service employs people at all skill levels to meet health needs. There are 2,140 persons employed in this work in Lane County. In spite of a great range in their skill levels, each plays an important role in providing health services and many work as a team in helping the seriously ill. All are required to have some knowledge of health practice, all deal directly with the patients.

Largest in number are the several levels of nurses: Registered Nurses, Licensed Practical Nurse, Nurses Aides, and Dental Assistants. These people account for well over half of the employment in the health service cluster.

The professionals who perform the task of diagnosis and the more complex treatments include: Physicians, Surgeons, Dentists, Optometrists, Pharmacists, and the Veterinarians. Their work requires great skill and years of preparation. They make up about a fourth of the people in health services.

Barbers and beauticians, though not treating illness, also perform a health service. Many are self-employed. Nurses and other assistants are employed in hospitals and nursing homes, or work for a doctor.

The health field has led the services in identifying tasks which need not be done by professionals and in giving them to persons with less intensive training. The large number of nurses, assistants and other aides show how successful this have been. The importance of their work has led to the licensing of many of these occupations. State licenses now establish standards for Registered Nurses, licensed practical nurses, dental assistants, barbers and beauticians. The licenses require education and experience in the practice of the occupation.

The health field is one of the fastest growing and one where shortages are most common. The shortage of Registered Nurses is a nationwide problem. Job prospects for nurses, practical nurses, nurse aides, and dental assistants are excellent.

The outlook for trained beauticians, especially those without experience, is not so bright as there are five beauty colleges in the Springfield-Eugene area training for this occupation.

Information Sheet No. 2
Job Categories

Here are 10 examples of key occupations, based on Oregon employment data:

1. Dental Assistant
2. Dental Hygienist
3. Dental Laboratory Technician
4. Inhalation Therapist
5. Medical Assistant
6. Medical-laboratory Assistant
7. Nurse Aide
8. Nurse, General Duty
9. Nurse, licensed practical
10. Occupational Therapy Aide

Some other examples of specific job titles in the Health Services include:

(titles listed from *Horizons Unlimited*, AMA, 1970)

Occupational Therapist
Speech Pathologist and Audiologist
Medical Technologist
X-Ray Technologist
Nurses: Private duty, office, public health
Nurse Anesthetist
Hospital Administrator
Hospital Pharmacists
Medical Record Technician
Operating Room Technician
Nutritionist
Recreation Therapist
Physchiatric Social Worker
Laboratory Technician
Nuclear Medicine Technologist
Nursing Aide and Orderly
Administrative Assistant
Medical Librarian
Inhalation Therapy Technician
Dietitian, Administrative, Research
Teaching, Clinic
Food Service Supervisor

Information Sheet No. 3
Specialty Courses

Types of "*specialty*" Courses recommended for health service occupations.

(Discuss with teacher any terms that confuse you)

I. Human Body Structure
   Study of the cell
   Support, Movement, protection
   Metabolism, Communication
II. Microbes and Disease
   Bacteria, fungi
   Basic lab methods
   Infection, disease, immunity
III. Health Team Relations
   Preventive, therapeutic, rehabilitative health care
   Expectations of employer, team leader, and other members
   Ethical and legal practices
IV. Patient Relations
   Communications
   Effective personal and ethical relations with the patient.
V. Health Care Skills I and II.
   Basic health care concepts

Safe practices regarding the patient as to: Transportation, movement, ambulation, environment, food, feeding, keeping records, emergency, mother and child care, care of the elderly, care of medical supplies and equipment.

Activity Sheet 1

Name _____

(To be filled in during your field trip to Lane Community College.)

1. Training is available for the following occupations in the health services.

	Name of Occupation	*Length of Training (Months, Years)*
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

II. Courses of study that I would take are: (Complete 6)

1. Name of Course _____
2. Course Description (75 words or less)

[Space for five other descriptions follows]

Activity Sheet 2
Task Analysis

Take these sheets with you to the hospital and fill them out as you talk with persons employed there. You should analyze 5 different occupations, following the examples shown here. List 10 specific tasks performed daily and with what frequency they are performed.

Example:

Name of Occupation	Task Analysis	Frequency (daily)
Nurse, (Hospital)		
	1. Cares for flowers	3
	2. Changes bed	1
	3. Bathes patient	1
	4. Reassures patient	8
	5. Gives medicine	6
	6. Takes temperature	3
	7. Records information	4
	8. Assists doctor	2
	9. Brings food tray	0
	10. Changes dressing	3

Example:

Name of Occupation	Task Analysis	Frequency (daily)
Physical Therapist		
	1. Keeps records	6
	2. Conference with doctor	2
	3. Teach patient to use brace	2
	4. Teach use of artificial leg	2
	5. Helps exercise patient	1
	6. Encourages patient	6
	7. Talks with family	3
	8. Lifts and moves patient	6
	9. Fits brace	1
	10. Helps to exercise still elbow	1

Task Analysis Sheets

Name _____

1. Name of Occupation	Task Analysis	Frequency (daily)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

[space for four other analyses follow]

Pre-Test
Health Service Occupations

1. List, and spell correctly, 10 specific job titles in this cluster.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. Name 5 tasks performed in the health occupations

1.
2.
3.
4.
5.

3. List 1 specific occupation in the health occupations.

_____

4. Name 10 specific tasks performed in the occupation listed in number 3.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

5. Write 1 or 2 paragraphs about two courses of study available to the student in the Health Service Occupations.

Post Test
Health Service Occupations

I. List, without using reference, 5 occupations grouped in the Health Service Cluster. (Please spell correctly).

1. _____	*4.* _____
2. _____	5. _____
3. _____	

II. Write a 75 to 100 word description of 1 of the occupations. Include training required and 5 specific tasks performed. (Use dictionary to assist in spelling needs)

III. List 5 courses of study that you will take if you decide to enter the health service field.

1. _____

2. _____

3. _____

4. _____

5. _____

CLUSTER EXPLORATION

An in-depth study of the clusters must be provided within interest areas of each student that provide introductory hands-on experiences in the basic skills common to the cluster. This exposure most logically would occur at grade ten.

Exploratory courses of up to a semester duration are viewed as essential to this effort. Inasmuch as most sophomore students have at least two electives, it is not unrealistic to provide exploration within four cluster areas for each student preparatory to the selection of a cluster program commencing with grade eleven. Should a student find an area of major interest during the first semester experience, continued instruction in that cluster must be available through the second semester.

The instructional program should involve the cluster teacher at this level; not that he or she will be responsible for the entire instructional program, but the teacher will be intimately involved with what is taught and how it is presented. On-site explorations of reduced frequency but increased length are characteristic of this exposure.

EXPLORATORY WORK EXPERIENCE

To obtain maximum benefits from the career exploration phase of development, the program must provide orientation to, and in-depth, on-site exploratory experiences in occupations that are representative of the identified career clusters. Length and breadth of exposure must be sufficient to provide insights into the cluster as a possible means of livelihood. Care should be taken to expose all students to as many clusters as possible to provide a framework for eventual selection of a single cluster in preparation for skills acquisition.

The concepts of the total educational experiences can take on added individual meaning through firsthand application to job situations and in-class reports of other students relative to their on-site job experiences. For this reason, students should be introduced to and encouraged to experience on-site exposure to occupations closely related to all subjects. As such, it is equally important that a student with interests and aptitudes in mathematics and science be permitted to spend time with persons who are employed in occupations that depend heavily upon these skills as it would be for an industrial arts or office occupations student to visit areas of mechanical and/or office-related skills.

CAREER DECISION MAKING

The greater one's insight into his or her individual strengths and weaknesses, interests and aptitudes, likes and dislikes in relation to various areas of employment, hopefully, the more realistic career decisions one should be able to make. This understanding must be couched within the framework of the decision-making process wherein values are assessed and various alternatives are formulated and studied in the light of attending responsibilities. The SUTOE program, as well as many commercially produced materials, provide suggested activities and approaches to presenting and conducting the decision-making process. For example, teachers at Roosevelt High School in Portland[9] have designed a collection of activities to supplement an overall health education course and/or to add new impetus to the curriculum aspect of health careers. These activities have been organized according to self-concept, decision-making, and exploration.

Excerpts from three other examples of efforts of this kind in Portland are given below:

Example II

Exploring Vocational Opportunities[10]

Career education is basically a lifetime process by which one acquires the knowledges, attitudes, skills, and competencies that are needed in living. The various stages through which the individual passes are often referred to as, (a) awareness, (b) exploration, and (c) occupational preparation. All three have a place in the life of the individual. Each is a separate process that, once acquired, may be repeated as often as necessary.

It is the exploratory process that is emphasized here. Its beginnings and endings lack clearly defined lines. What matters is that the process occurs for most people for the first time somewhere during the sixth through tenth grade levels. Career exploration involves, (a) a discovery of the world around, especially the working world, (b) a discovery of one's individual interests, abilities, potentials and values,

and, lastly, (c) a reasonable choice or preference based upon the results of internal and external exploration.

This curriculum has been broken down into the three parts of exploration. The tentative goals of each part were formulated. These goals were then developed for use at various grade levels and disciplines. Basic competencies in communication and computation are a vital part of this curriculum, because a career is impossible without them. It is hoped that through this work the educational offerings in the Rivergate schools will have new goals and new relevance.

Example III

(Note: This statement goes beyond the usual broad definition and focuses on specific concepts within career exploration.)

Concepts[11]

Self-Awareness: The student will come to know himself, learn to understand, accept and respect his uniqueness in terms of his past development and as changes occur as a result of learning, growth, maturation, environment and society.

The student will learn the importance of establishing (although tentative) personally relevant goals based upon his self-understanding.

Educational Awareness: The student will recognize that learning is a continuous process that occurs both outside of school as well as in school, and both are a part of their career development.

Career Awareness: The student will develop an understanding of the variety, characteristics, qualifications, and changing needs of the occupations in the world of work.

Economic Awareness: The student will understand the relationship between various occupational roles and related personal economics and how these may influence his life roles.

Decision-Making: The student will become proficient in the process of identifying, gathering, and using resource information as a part of the decision making process.

The student will understand that the decision-making process includes responsible action in identifying possible alternatives, selecting the alternative most consistent with his values and goals and in taking the steps necessary to achieve the chosen goal.

Beginning Competency: The student will develop the technical and general competencies needed to get, hold and succeed in a career area of interest to him.

Employability Skills: The student will recognize and understand the advantages and responsibilities associated with working independently as a member of a cooperative team and/or in being supervised or directed.

The student will develop through his educational experiences (especially in those area that relate to career preparation), the basic work habits and attitudes regarded as necessary for entry and performance in the occupation and career of his choice.

Attitude and Appreciations: The student will recognize that once a task or job is accepted there are certain responsibilities to himself and others.

The student will recognize differences in others and will develop tolerance and flexibility in his interpersonal relationships.

Example IV

M.U.S.I.C.[12]

M.U.S.I.C. (Music Utilizing Students Investigating Careers) has as its purpose to make available information pertaining to careers in, and related to, music. The objectives are that each student as a result of the study involved should be able to: (a) name three careers in each category of study; (b) describe the process of the job; (c) identify some post-secondary school training needed; (d) know the approximate salary earned; (e) be aware of the availability of each job.

SPECIFIC STUDENT OUTCOMES FOR AN EXPLORATORY CAREER EDUCATION PROGRAM

In the planning and development of an exploratory career education program, it is imperative that student outcomes be established. They should be based on student needs. Because of the varying backgrounds and needs of students, the final list of outcomes will vary. Outcomes for each grade will help to insure program continuity.

The outcomes listed below are not complete, but will provide ideas and guidance for developing measurable objectives for which activities can be provided. It is important to identify objectives in measurable terms in order that evaluation procedures can be established.*

* A list of measurable student outcomes by grade levels can be obtained through the Oregon Department of Education.

It is assumed that student outcomes will have already been developed in the basic skills of reading, writing, listening, and computing that area essential to career exploration activities. As such, the below-suggested outcomes deal directly with expected career exploration competencies:

By the end of grade seven each student should:

1. Demonstrate reasonable proficiency with common household tools such as hammer, screw driver, pliers, wrench, saw, and others.
2. Be able to use a newspaper to find "help wanted" and "work wanted" ads.
3. Understand selected basic economic principles as they affect working and living.
4. Know why people work and what adjustments may need to be made if they choose not to work.
5. Understand that there is more to working than monetary compensations.
6. Have in mind several factors to consider in looking for an occupation in which he or she could be successful.
7. Be able to give reasons as to why he or she selected elective classes for grade eight.

By the end of grade eight, each student should:

1. Understand the reason for stringent grooming and health standards in certain occupations.
2. Be able to demonstrate proper usage of the telephone for inquiring about a job listed in the newspaper.
3. Know the major businesses and industries in the communities and some of the occupations found in each.
4. Understand why most people work in several occupations during their lifetime.
5. Be conversant with people from several different occupations, know their work histories and factors which led to their establishment in their present occupations.

By the end of grade nine, students should:

1. Be able to demonstrate an understanding of their strengths and weaknesses in relation to occupations requiring close association with data, people, and things.
2. Know how to properly apply and interview for a given job.
3. Understand the clustering concept, know the clusters available to them, and express an interest or disinterest in the available clusters for further exploration.
4. Have spent sufficient time in on-site visitation of several occupational areas as a basis for expressing interest or disinterest in further exploration.

By the end of grade ten, students should:

1. Be able to locate specific occupational information in the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, and/or some other standard reference source.
2. Be aware of their interests and aptitudes in relation to broad occupational families or cluster requirements.
3. Have had in-depth exposure to occupational clusters, and have explored those clusters of interest to them.
4. Have expressed a broad tentative career choice and be able to explain the basis of this decision.
5. Be able to identify factors involved in securing and holding a job.

SECTION IV, CAREER PREPARATION

UNDERSTANDING THE CAREER CLUSTER CONCEPT

Career education progresses from awareness in the elementary grades through exploratory experiences in the middle years, to the point at which in grades eleven and twelve the student is provided opportunities for actual *Career Preparation*. To help achieve this type of educational objective, the state of Oregon has adopted the *career cluster concept*. The career cluster curriculum is organized around a selection of logically related occupations that have been grouped through occupational analysis into an occupational cluster, or family, based on the identical or similar tasks that are performed in each of the key occupations identified in the cluster.

The rationale supporting this grouping is the concept that occupations having numerous common skills and knowledge can be grouped together in order to develop more effective career education programs, and that a manageable number, about 15 to 20 of these groups or families, will be representative of the spectrum of manpower jobs and job opportunities in our economy.

A learning package from Springfield is included here because it illustrates well the movement into the cluster concept area.

Example I

Understanding the Career Cluster Concept[13]

Prepared by
Louise Hagebush, Teacher
Sprinfield, Jr. High School

No. 2 additional Information for Teachers Accompanies Students' *Understanding the Career Cluster Concept*

Purpose: To present additional information about the Cluster Concept that may be used by teachers in meeting individual interests of the students.

Introduction

The Cluster Concept is being emphasized in order to help students to select a career cluster at the beginning of their high school experiences and then to take subjects that tie into their generalized goals.

The Career Cluster Concept assumes that occupations can be classified into logically related groups because they include identical or similar teachable skills and knowledge requirements.

The implication that career education centers on a cluster prepares students for entry into an area or field of occupations rather than a specific job and avoids commitment of a student to a narrow work specialty. It allows him alternatives as well as the ability to cope with employment changes.

Since short, easily understood materials are preferable for use with junior high students, additional information regarding the clusters is included in this package. You may wish to separate the sheets and hand them out on the basis of individual interest.

Included with the slides is a copy of the script used in the tape slide show "The Career Cluster Concept" available from I.E.D. It is suggested that this be used for the individual student who may wish to review the health occupations or to use art ability to illustrate tasks performed in these occupations.

There are 10 packages designed for student use in studying the clusters. These are: Mechanics, Health Occupations, Forestry, Metals, Secretarial, Sales and Marketing, Agriculture, Foods, Electrical, and Writing a Task Analysis of Occupations.

The following recommendations are made regarding the packages:

Suggested activities may be too lengthy for some students. These students should be encouraged to complete as much of the package as possible and as their interest dictates.

Due to a lack of equipment at times, especially tape recorders, or tapes, interviews may be written or presented orally to the class. Students may work in small groups to prepare questions for the interview, and invite the speaker into the classroom.

Field trips to businesses in which the occupations of the various clusters can be seen add much to the understanding of students.

Because of time limits in completing the Health Occupations package (45 minute field trip to hospital), the book, *Horizons Unlimited*, free from the American Medical Association, is a valuable resource for those interested in the Health occupations.

Information Sheet 1, Vocabulary Needed

Alternatives — variety of choices.

Concept — an idea.

Curriculum — a school's course of study.

Career Cluster — composed of recognized occupations which are related because they include identical or similar teachable skills and knowledge requirements.

Entry-level jobs — beginning jobs.

Family of occupations — may require many different skills and levels of abilities, but have skills and knowledge common to all.

Manual dexterity — skill in using your hands.

Occupational Cluster — see no. 4.

Related occupations — jobs in which 100 or more persons are employed in Oregon and which have basic similarities.

Relevant education — education that has meaning for you.

Tasks — work common to a number of occupations.

Task analysis — determining and ranking tasks by order of importance (2) skill and knowledge requirements of the tasks.

Work Experience Program (high school) — Permits students to work in a job related to the cluster he is enrolled in for school credit. Some employers are able to pay the student for his work; others are not. The emphasis is on work experience to enable the student to understand further the kind of work that is performed and to relate it to his own interest and ability.

Information Sheet 2, Job Cluster: Construction

Function: Production

Construction Occupations Cluster (Examples)

Painters	Plumbers
Plasterers	Roofers
Dry Wall Applicators	Construction Laborers
Cement Masons	Construction Foremen
Carpenters	

National Shortage Occupation List (subject to change)

Draftsmen, structural
Cabinet Maker

People in construction occupations are some of the highest skilled production workers in the labor force, and the demand for these workers frequently is at a high level. Most workers are either craftsmen, equipment operators, or laborers. Usually experience or apprenticeship is necessary in seeking work in these occupations. The employment outlook in Lane County is good for most occupations as the area's construction needs continue to expand.

The construction curriculum is designed to prepare students for entry level employment or continued education in the broad group of occupations related to the building construction field. The curriculum includes the skills and knowledge needed in building construction, including: measurement, layout, take off, properties and characteristics of materials, methods of structural support, manufacturing processes of building, and practices of construction, including: planning and design, application of tools and machines, fabrication processes and procedures, application of building materials, communications skills. Work experience should be part of the curriculum when possible.

Information Sheet 3, Job Cluster: Electrical-Electronics

Function: Technical Services

Electricity - Electronic Occupations Cluster (Examples)

Lineman	Electrical Engineer
Construction Electrician	Electronic Technician
Electrical Repairman	Appliance Repairman
Radio and TV Repairman	

National Shortage Occupations List (subject to change)

Draftsmen, Electrical
Mechanics and repairmen, electrical appliances
Electronic Technicians
Electricians

Electrical workers install and repair devices which are part of elaborate transmission systems. Telephone and utility linemen and servicemen, for example, are responsible for the operation of complex equipment. Electrical-Electronic occupations are found in all types of businesses as well as in government agencies.

About the School Curriculum

Includes the skills and knowledge needed in electron theory including: safety, circuit definitions, basic laws, batteries, circuit analysis, magnetic and electromagnetic principles, inductance and capacitance, transmission of power, maintenance; and related communication skills. Work experience should be a part of the curriculum when possible.

Information Sheet 4, Job Cluster: Food Services

Function: Distribution

Food Service Occupations Cluster (Examples)

Waitress	Dinner Cooks
Waiters	Fry Cooks
Bus Boys	Bartender
Chefs	Butchers
Kitchen Helpers	

National Shortage Occupation List (subject to change)

Cooks	Waiters and Waitresses

About the School Curriculum

The food service curriculum is designed to prepare students for entry level jobs in a broad cluster of occupations in institutional and commercial food services. The curriculum identifies the concepts needed in managing, preparing, and serving food. Skills and knowledge in communication, human relations, safety, sanitation and cleaning is needed.

Information Sheet 5, Job Cluster: Marketing and Sales

Functions: Distribution

Marketing-Sales Occupations Cluster (Examples)

Sales Person	Grocery Checker
Real Estate Salesman	Buyers
Auto Salesman	
Delivery Boy	
Sales Managers	
Salesman, Industrial Equipment and Supplies	
Advertising and other business service sales	
Department Managers	
Sales Clerk	
Insurance Salesman	
Route Man	

About the School Curriculum

Also called Distributive Education, includes combinations of subject matter that acquaint the student with goods and services, from the producer to the consumer. Subjects deal with selling, buying, transporting, storing, promoting, financing, marketing research, and management.

Information Sheet 6, Job Cluster: Mechanical

Function: Technical Help or Production and Services

Mechanical Occupations Cluster (Examples)

Automobile Mechanic
Air Craft Mechanic
Automobile Service Mechanic
Diesel Mechanic
Maintenance Man
Mechanic and Millwright
Repairman
Automobile Mechanic Foreman
Tire Repairmen
Automobile Mechanic Helper
Oiler
Boiler Operator
Construction Equipment Operator
Car Checker
Fireman
Track Repairman
Brakeman
Truck Driver
Bus Driver
Saw Filer

National Shortage Occupations List (subject to change)

Draftsmen, Mechanical
Mechanics and repairmen, motor vehicle
Mechanics, farm equipment
Tractor-truck driver
Service Station Attendants
Pump Servicemen

About the School Curriculum

The curriculum includes study and skill development in mechanical systems, electrical systems, fluid power systems, inspection and testing, hand and power tools, mechanical maintenance techniques, and related communication skills. Work experience should be a part of the curriculum when possible. You will also want to find out about the V.I.C.A. Club whose members are enrolled in Mechanics.

Information Sheet 7, Job Cluster: Secretarial, Accounting, Clerical (Office)

Function: Control

Stenographic Occupations Cluster (Examples)

Secretary
Clerk-typist
Stenographer
Clerical Occupations Cluster

Clerical Occupations Cluster (Examples)

Cashiers and Bank Tellers
General Office Clerks
Messengers
Postal Clerks
Order and Credit Clerks
Shipping and Receiving Clerks
Lumber Checkers
Meter Readers
Library Assistants
Receptionists
Stock Clerks

Accounting Systems Occupations Cluster (Examples)

Bookkeeper
Key Punch Operators
Office Machine Operators
Accountants and Auditors
Computer Operators
Bookkeeping and Other
Programmer

National Shortage Occupations List (subject to change)

Accountants and auditors
Secretaries
Clerk-Typists
Stenographers
Systems engineers, including programmers
Bookkeepers
Data Processing Machine Operators
Other office machine operators

About the School Curriculum

The course of study for the Steno-Secretarial emphasizes manual dexterity — typing, shorthand, office machines. Other important areas are mathematics, business organization, office procedures, grooming and social behavior.

The accounting-bookkeeping in high school is not sufficient training for an accounting position, but it will provide a basis on which a career can be built. Important courses include bookkeeping, business machines, business math.

Information Sheet 8, Job Cluster: Wood Products

Function: Production

Wood Products Occupation Cluster (Examples)

Veneer Drier
Core Feeder
Veneer Gluer
Core Layer
Lathe Spotter
Lathe Operator
Millman
Grader
Pondman
Log Scaler
High Climber
Lift Truck Operator
Laborer-Lumber
Faller and Bucker
Clipperman
Sawyer
Sander
Stacker
Foreman
Green Chairman
Rigger
Donkey Engineer
Choker Setter
Woodworking Machine Operator

National Shortage Occupations List (subject to change)

Foresters Forester Aides Millwright

About the School Curriculum

(Not complete at this time.)

Information Sheet 9, Job Cluster: Agriculture

Function: Production. Raising various food, horticultural crops and timber production workers.

The best job prospects for the future appear to be in work related to agriculture rather than in direct production itself. Mechanization and chemical fertilizers and insecticides have affected all farm operations. Farmers today need lots of technical know-how and the money to get land and farm equipment. Like any other businessman, they must be good managers. Record keeping is a necessary part of their duties.

About the School Curriculum

The functions of agricultural production, agricultural supplies, agricultural mechanization, products, processing, ornamental horticulture, forestry, agricultural resources, and the services related to this listing are emphasized in the instruction. The Future Farmers of America (FFA) is an example of an activity which aids students interested in going into this occupation.

Information Sheet 10, Job Cluster: Health Services

Function: Service, diagnosis and treatment of health needs

Health services employ people at all skill levels to help meet the needs of the public. All require a knowledge of health practice and all deal directly with patients. Employment in health services is growing, consequently the need for trained health service people remains strong in nearly every occupation. Largest in number are the three levels of nurses, Registered nurses, licensed practical nurses, nurse aides and dental assistants account for well over half of the employment in the health service cluster. (For other job titles refer to the slide-tape show, "The Cluster Concept.")

About the School Curriculum

Instruction is organized to prepare students for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to provide care and health services to patients.

Information Sheet 11, Job Cluster: Metal Working

Function: Production, making metal parts and products

In producing a wide array of products, persons in metal working occupations usually operate such equipment as milling machines, cutters welding and soldering equipment, riveters, and pressers.

It is frequently important to be able to lay-out the job, repair, fit, and assemble as well as operate the equipment. This requires a mechanical aptitude and the ability to do simple arithmetic accurately. Most of the jobs require lifting fairly heavy objects, and workers must be physically strong. In addition, they must have good finger dexterity.

There is always a good demand for machinists, welders, sheet metal workers, and machine operators.

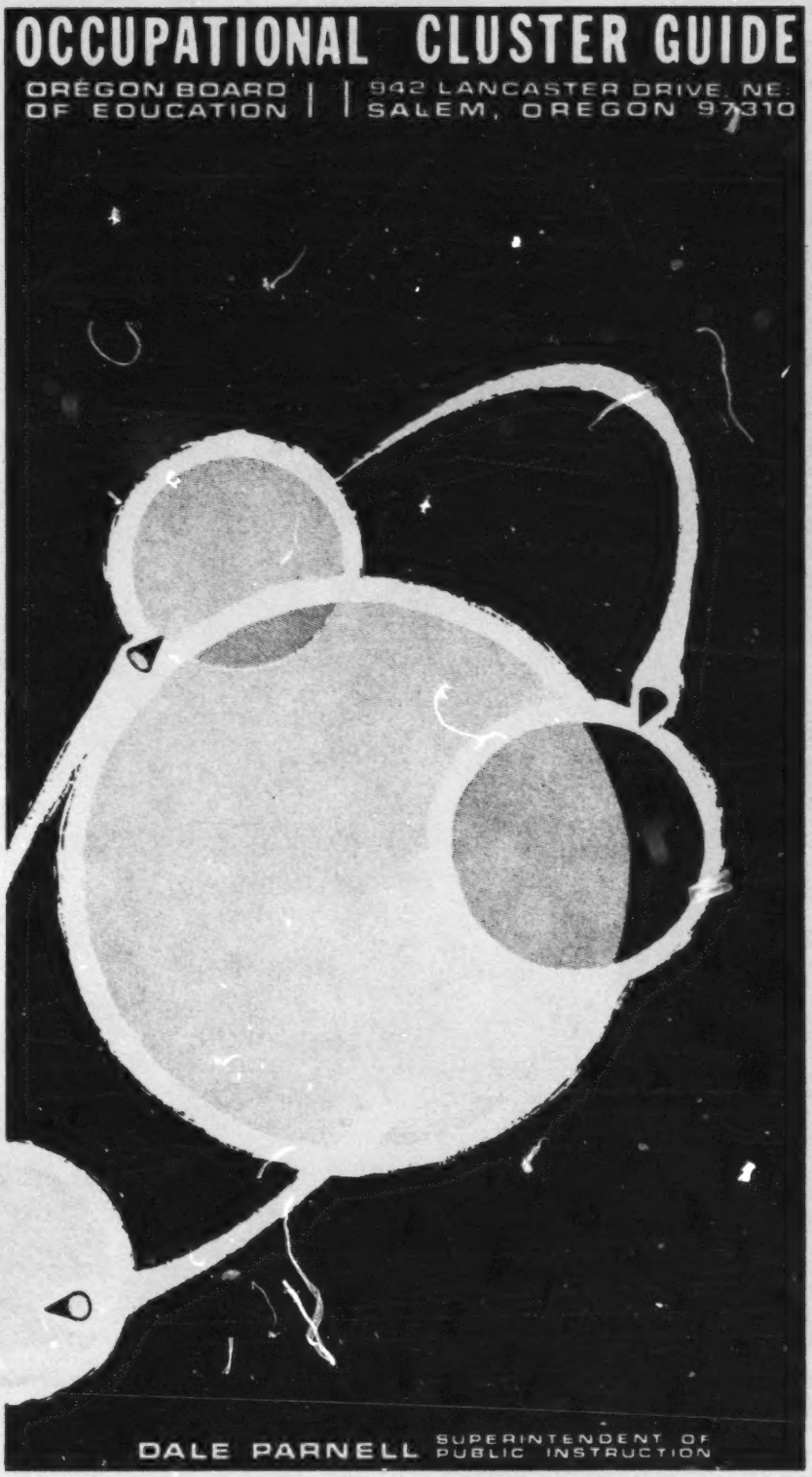
About the School Curriculum

The metal curriculum is designed to prepare students for entry level employment or continued education in the broad group of occupations related to the metals field. The curriculum includes study and skill development in hot metals, including foundry, electric arc welding, acetylene brazing and cutting, electric arc-air cutting, inert gas welding, heat treating, and metallurgy; machine processes including metal removal boring and drilling, metal cutting, sheet and bar metal fabrication including wrought metal, sheet metal, and bench metal, and related communication skills.

CLASSIFICATION OF CAREER CLUSTERS

Career clusters that have been developed in the state of Oregon[14] are: *Agriculture, *Marketing, *Health Occupations, Food Service, *Accounting and Bookkeeping, *Clerical, *Steno/Secretarial, *Industrial Mechanics, *Building Construction , *Electrical, *Metals, Child Care, Clothing Services, Institutional and Home Management, Service, and *Forest Products. Curriculum handbooks have been developed for those occupational clusters which are asterisked. The handbooks identify the common skills and knowledge of each cluster, list the expected student outcomes, and suggest possible activities. Five sample pages, which show the format of the handbooks, have been inserted, beginning with the next page.

CLERICAL


OCCUPATIONAL CLUSTER GUIDE
OREGON BOARD OF EDUCATION
942 LANCASTER DRIVE, NE.
SALEM, OREGON 97310
DALE PARNELL
SUPERINTENDENT OF PUBLIC INSTRUCTION

TASK ANALYSIS FOR DETERMINING COURSE CONTENT

ON-THE-JOB TASKS

	Identification Code	Clerk - General	Clerk - Typist	Receptionist	Key punch operator
Receives money	1.0	X	X	X	
Types forms	1.1	X	X	X	
Routes items	1.2	X	X	X	
Sorts and files records	1.3	X	X	X	
Compiles records and reports	1.4	X	X	X	
Prepares forms and reports	1.5	X	X	X	
Answers the telephone	1.6	X	X	X	
Posts data	1.7	X	X	X	
Makes computations on accounts	1.8	X	X	X	
Conveys messages	1.9	X	X	X	
Ascertains names and wants of customers	2.0	X	X	X	
Prepares outgoing mail	2.1	X	X	X	
Opens incoming mail	2.2	X	X	X	
Orders material	2.3	X	X	X	
Verifies information	2.4		X		
Counts, weighs, or measures merchandise	2.5		X		
Maintains custody of valuables for customers	2.7	X			
Interviews customers	2.8	X		X	
Prepares inventory of stock	2.9	X			
Compiles census of patients	3.0	X			
Addresses envelopes or parcels	3.1	X	X	X	
Runs errands	3.2	X	X	X	
Stuffs envelopes	3.3	X	X	X	
Proofreads	3.4	X	X	X	
Keeps a log on customers	3.5	X	X	X	
Receives supplies	3.6	X	X	X	
Makes future appointments	3.7	X	X	X	
Answers correspondence	3.8	X	X	X	
Resolves discrepancies of records	4.0		X	X	
Issues supplies	4.1	X	X	X	
Administers the petty cash fund	4.4			X	
Adjusts complaints	4.6	X	X	X	
Records orders	4.7	X	X		
Acts as overseer	4.8	X	X		
Stamps or numbers forms	5.0		X		
Deposits money in the bank	5.4		X	X	
Obtains signed statement to protect hospital interest	5.6			X	
Determines who is responsible for payment of bill	5.7			X	
Assigns patients to room	6.5	X			
Escorts or arranges escort of patient to room	6.6	X			
Explains hospital regulations	6.7	X			
Assists in patient care and services	6.8			X	
Copies information to patients' records	6.9			X	
Prepares time reports	7.0	X			
Prepares payroll	7.1	X			
Forwards application to insurance company	7.3			X	
Reconciles general ledger	11.1		X		
Traces credit skips	11.2			X	
Keypunches from source documents	12.0				X
Operates alpha and/or numeric key punch machine	13.0				X

AN INSTRUCTIONAL ANALYSIS FOR ORGANIZING LEARNING EXPERIENCES

	Instructional Code	Typewriting	Office Procedures	Record Keeping	Office Machines	Communications
Receiving money	1.0		X	X		
Typing forms	1.1	X	X			
Routing items	1.2		X			
Sorting and filing records	1.3		X			
Compiling records and reports	1.4		X			
Preparing forms and reports	1.5	X	X	X		X
Answering the telephone	1.6		X			X
Posting data	1.7			X		
Making account computations	1.8			X	X	
Conveying messages	1.9	X				X
Ascertaining names and requests of customers	2.0		X			
Preparing outgoing mail	2.1		X			X
Opening mail	2.2		X			X
Ordering materials and supplies	2.3	X		X		
Verifying information	2.4		X	X		X
Counting, measuring, and weighing merchandise	2.5		X			
Maintaining custody of customers valuables	2.7		X			X
Interviewing customers	2.8		X			X
Preparing inventory of stock	2.9	X	X	X	X	
Compiling census of patients	3.0	X	X	X		X
Addressing envelopes and parcels	3.1	X			X	X
Running errands	3.2		X			
Stuffing envelopes	3.3	X	X			X
Proofreading	3.4	X	X			X
Keeping logs and appointment records	3.5		X	X		
Receiving supplies and materials	3.6		X	X		X
Making appointments	3.7		X	X		X
Answering correspondence	3.8	X	X			X
Resolving discrepancies in records	4.0			X	X	X
Issuing supplies	4.1	X	X	X		X
Administering petty cash fund	4.4			X		
Writing checks	4.5	X	X	X	X	X
Adjusting complaints	4.6		X	X		X
Recording of orders	4.7	X		X		X
Acting as overseer	4.8		X			
Stamping and numbering forms	5.0		X		X	
Depositing money in bank	5.4		X	X		X
Obtaining statement of responsibility	5.6	X	X			X
Arranging for payment of accounts payable	5.7			X		X
Collecting accounts receivable	5.8	X		X		X
Assigning room for patient	6.5	X	X			
Arranging escort for patient	6.6		X			
Explaining clinic or hospital regulations	6.7					X
Assisting in patient care and services	6.8		X			X
Copying information on patient's records	6.9	X	X	X	X	X
Preparing time cards and reports	7.0			X	X	
Preparing payroll reports	7.1	X	X	X	X	X
Forwarding insurance information	7.3	X				X
Reconciling general ledger	11.1			X		
Tracing delinquent accounts	11.2	X				X
Recording from source documents	12.0	X	X	X		
Operating key punch machine	13.0				X	

OBJECTIVES

The student can:

- Type from straight copy at a speed commensurate with job-entry requirements.
- Compose letters and other communications in good form.
- Transcribe letters and other dictated communications in acceptable and mailable form.
- Make minor adjustments and repairs on the typewriter.
- Organize production work with efficiency and speed.
- Prepare report forms and conference minutes.

TYPEWRITING

(Code 1.1, 3.8)

REQUIRED KNOWLEDGE AND SKILLS	THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Fundamental techniques of keyboard	Define essential parts of typewriter.	Demonstrate proper key striking technique.
Mechanism of typewriter and mechanical parts	Demonstrate proper use of typewriter.	Have students drill on striking keys correctly.
Care and maintenance of typewriter	Change ribbon.	Point out and explain the various working parts of the typewriter.
Correct posture	Demonstrate proper posture.	Provide wall charts for easy reference.
	Leave work station orderly – typewriter covered, chair in proper position, area free from waste paper and other litter, carriages centered, machines covered.	Demonstrate correct and incorrect sitting postures and explain effects of bad sitting habits. Repeat emphasis each day as needed.
		Instruct students on how to leave typing stations.
		Insist on complete compliance with tidiness rules before class is dismissed.
		Assign one student in each row to make inspection at close of class.

Integrating The Curriculum Experiences

The occupational cluster curriculum is designed to give students opportunities to gain basic skills and knowledge related to a broad occupational area rather than limiting their economic career experiences to narrow occupational pursuits.

This enables the student to gain competencies that are essential to a number of related occupations and will provide the breadth of experiences to enable him or her to more efficiently cope with the ever changing occupational demands. Participation in the cluster curriculum makes it possible for the student to avoid the hazards of prematurely committing oneself to a narrow, specific occupation that might become obsolete due to changing technology, or one in which increased exposure fosters decreased interest. Secondarily, it provides a broad base of skills which he or she can fall back on at a later date should retraining become necessary or desirable. Yet a third advantage is manifest in providing additional exploration within he broad cluster framework in preparation for later specialization within a specific occupation.

The occupational cluster curriculum offers to each student a program in which he or she is provided opportunities to achieve at least three basic outcomes:

1. Acquire occupational skills and knowledge for entry-level employment and/or advanced occupational training.
2. Tie a majority of high school experiences into generalized career goals.
3. Be involved in cooperative work experience and have opportunity to be a member of a vocational youth organization.

Career education needs to be an integral part of the total school curriculum and contribute directly to the broad goals of education. Career development programs, including the cluster component, should be combined with other curricular areas in the educational setting. Learning in the occupational laboratory courses and learning in other subject area courses are mutually enhanced by interdisciplinary approaches to teaching. The career cluster curriculums can provide a practical base for goal-oriented instruction in many courses by relating the learning experiences to occupational requirements and activities pertinent to the individual student's selected career goal.

It is imperative that the total school curriculum be, through guidance and counseling, "tailor-made" to compliment each student's career goals. Very basic to the career education concept is the integration into the curriculum of all the basic educational concepts that aid in the development of occupational knowledge and skills. This requires that all teachers be fully informed in relation to the broad objectives of career education as well as each cluster area. Having this basic knowledge, each teacher, as he or she prepares course content, includes the specific experiences that will support each student's career objectives. Relating the concepts and skills of communications, mathematics, science and other subject matter areas directly to the students' career goals can enhance learning, not only careers, but also in the subject areas themselves.

Two handbooks have been developed in Oregon which provide suggestions for this integration. The objectives of West Linn's *Communication Skills Program for Vocational Students*[16] are as follows: (a) Ascertain occupational relevance of job sheets, (b) Revise and re-edit the industrial content of job sheets, (c) Update and correct biographical materials, (d) Add new job sheets, and (e) Improve differentiation of language arts categories.

The second document is a set of guidelines for the integration of *Second-Language Education and Career Education.*[16] They have been written so that career education program goals may be selected for implementation. These are cross referenced with course goals and their respective learning activities. The handbook was prepared by a committee, with members from Oregon State University, Clackamas Community College, and Cleveland High School.

SECTION V, OCCUPATIONAL SPECIALIZATION

Because it is an element of the model diagramed at the beginning of this manual, some discussion needs to be included about the level of specialization. *Occupational Specialization* occurs at the post-high school level and includes programs in community colleges, apprenticeships, private vocational-technical schools, four-year colleges and universities. The student pursues a particular part of the cluster that he or she was involved in at the high school level, to obtain more specialized training. Curriculum guides are being developed for use at this level, also. Those completed to date are Real Estate[17] and Nursing.[18]

In addition, there are Individualized Learning Systems published through the Division of Continuing Education Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, OR 97207. There are packages in the areas of: Electronics, Auto Mechanics, Auto Body-Fender Repair, Construction Industrial Mechanics, Metals, Machine Tools, Bookkeeping, Home Economics, Training for Individualized Instruction, and Drafting. These are available for purchase from the above address. If a preview copy is essential, one copy of each package is available in the Resource Dissemination Center at the Oregon Department of Education.

SECTION VI, CAREER GUIDANCE

General Philosophy

The public schools in Oregon are responsible for providing every young person with educational opportunities that will enable him or her to develop to his or her full potential. The Oregon Department of Education interprets this to mean that schools have a threefold objective to help young people: (a) discover their individual interests and abilities, (b) explore the many avenues of productive activity that might challenge and enlarge their individual talents, and (c) learn the wise exercise of freedom of choice, self-direction, self-discipline and responsibility.

Counseling and guidance services should provide each individual with the opportunity to explore, develop, and express his own unique personality and talents. Counseling and guidance services should not be solely concerned with intellectual development and achievement, but should also be concerned with the career, emotional and social aspects of human development, as well as the development of program flexibility, which provides learning experiences geared to each person's cognitive (intellectual) and affective (emotional) structure. Such learning experiences should help each student develop values and attitudes that enhance interpersonal relationships and responsible individual behavior.

The comprehensive counseling and guidance program should be developed in accordance with a carefully thought out statement on the program's underlying philosophy. The basic beliefs and concepts behind the program should be included in the statement.

In turn, the philosophy of the program should be examined to determine at what points it may be in conflict with the district philosophy. In some districts the philosophy may not be in written form. The unwritten philosophy may be hard to determine and doing so may seem unimportant. However, the importance of determining that the district and program have compatible philosophies cannot be overstressed. Since local conditions may present unique circumstances, the program and district may in rare instances differ from, or be incompatible with, the philosophy of the Oregon Department of Education.

Minimum Standards for Oregon public Schools contains a section on "Pupil Personnel Services" (OAR 22-250) which must be followed if a school wishes to become a Standard School. These minimum standards contain the important elements for the development of a career guidance and counseling program. All programs should contain these components as outlined in the Minimum Standards.

NEEDS ASSESSMENT

To best utilize the time and talents of the counseling and guidance staff and the public served, the career counseling and guidance program ought to be based on the assessed needs of the public.

The following steps are usually followed in conducting a needs survey:

1. Develop a statement on philosophy which does not conflict with the philosophy of higher administrative units.
2. Determine the guidance competencies of the staff.
3. Determine which new competencies (if any) the staff is willing to develop.
4. Determine the type of assessment to be used.
5. Design procedures and /or select materials.
6. Conduct the assessment of guidance services and processes.
7. Analyze results.
8. Determine priorities.
9. Design and implement a program to meet needs.
10. Evaluate the program.

OBJECTIVES

The career counseling and guidance program should be based on clearly stated objectives. These objectives should relate directly to specific assessed needs. They should be of two kinds: process objectives, and student outcome objectives. While the State of Oregon has identified some objectives for the state, it is expected that each district and individual school will develop its

own objectives. The locally developed objectives may coincide with, be fewer than, or be complementary to the state objectives. In no case should local objectives be contrary to the state objectives.

The career education section of the Oregon Department of Education has identified four broad concepts of career education for development: Awareness, K-6; Exploration, 7-10; Job Preparation, 11-12; Specialization, 13-14. The student personnel services section of the Oregon Department of Education has identified five areas under each concept: Self-Understanding, Interpersonnel Relationships, Career Information and Planning, Decision Making, and Responsibility. Following are samples appropriate objectives which may be found in a career guidance and counseling program. This is not an exhaustive list.

Example I

Guidance and Counseling K-6

I. Self-Understanding

Student will have positive self-concept.
Student will be provided with success-oriented experiences.
Student will recognize six life roles – learner, consumer, producer, family member, citizen and individual.
Student will become aware of his/her own personality.

II *Interpersonal Relationships*

Student will be aware of behavior of others (non-verbal and verbal).
Student will be aware of feelings of others and personal feelings about others.
Student will have the opportunity to become a good listener.
Student will recognize dignity and worth of self and others.
Student develops an awareness of different life-styles.

III. *Information and Planning*

Student develops an awareness of the world of work.
Student will develop an understanding why people work.
Student recognizes importance of personal appearance and manners.

IV. *Decision-Making*

Student will receive training in decision making processes.
Student will become more independent in responsiblity for decision making.
Student will become aware of decisions they can make.
Students will become aware of the need for people to make decisions.

V. *Responsiblity*

Student will understand the need for people to be responsible.
Student will develop good work habits.

Programs in counseling at the *awareness* level may be seen at the following schools by special appointment:

1. Spring Creek Elementary School, Eugene
2. Whitman Elementary School, Portland
3. Hebo/Beaver School Districts (grades 1-6)

Example II

Guidance and Counseling 7-10

I. *Self-Understanding*

Student will relate to careers in terms of his/her: interests, abilities, aptitudes, values, potential attitudes.
Student explores relationship of work roles and social roles expected at different occuaptional levels, and plans for future.

II *Interpersonal Relationships*

Student accepts the right of others to choose their own life styles.
Student has the ability to communicate his/her needs and to understand needs of others.
Student demonstrates self-confidence in social relationships.
Student has opportunity to develop cooperative behavior.
Student has the opportunity to identify economic, social and other types of rewards.

III. *Information and Planning*

Student will experience orientation to career cluster.
Students will understand why people make different career choices.
Students will develop an understanding of career ladders, job prospects, and job search techniques.
Students will have access to information required for making his/her educational decision.
Student will receive demonstrations of vocational skills.
Student will have an awareness of opportunities in the educational setting.

IV. *Decision-Making*

Student will understand educational and career alternatives available.
Student develops an understanding of implications of the alternatives.
Student explores tentative career choices.
Student will determine electives and extracurricular choices.

V. *Responsibility*

Student will recognize the need to be punctual and consistent in work habits.
Student will meet minimum competencies and/or standards for job and school.
Student will develop skills and study habits required for successful completion of educational plans.
Student accepts increasing responsibility for developing his/her maximum potential.

Programs in counseling and guidance at the *Exploration* level may be seen at the following schools by special appointment:

1. Albany School District: Career Exploration, Industrial Arts at Calapooya Junior High School
2. Rivergate Project, Portland School District No. 1
3. Hillsboro Junior High Schools; Hillsboro Mid-High School
4. Springfield Junior High Schools; Briggs, Hamlin, Springfield, Thurston

Example III

Guidance and Counseling 11-12

I. *Self-Understanding*

Student makes choice of cluster, develops educational plans, exhibits confidence in plan, and congruence between studies and goals.
Student develops congruence between aspired "life-style" and the demands of one's chosen vocation.

II *Interpersonal Relationships*

Student will receive on-the-job training and/or work experience.
Student will participate in career cluster experiences and/or apprenticeship orientation.
Student recognizes need for continuous, frequent self-measurement of progress.
Student recognizes value of cooperation, compromise, and respect for others.
Student develops a feeling of competence and adequacy in performance of chosen vocation.

III. *Information and Planning*

Student will be able to identify and respond to vocational trends and opportunities.
Student will expand his/her understanding in his/her chosen vocation.

IV. *Decision-Making*

Student will pursue activities that are related to and consistent with training.
Students are able to set their own priorities.
Student will reform or refine his/her occupational goals.
Student is able to include self-analysis in decision-making.
Student will complete chosen curriculum and make plans for post high school placement.
Student will formulate and implement educational plans congruent with abilities, interests and values.

V. *Responsiblity*

Student will pursue further education experience consistent with abilities, achievement, interests, and plans.
Student will make contributions to the social groups of which he is a part.
Student will obtain employment consistent with educational training and experience.
Student has the ability to express independent social views in an acceptable fashion.
Student recognizes and plans for post high school opportunities.
Student will demonstrate knowledge of entry level employment and occupational training.
Student will understand curriculum choice and educational goals.
Student will utilize school and community resources for maximum development.

Counseling and Guidance programs at the *preparation* level may be seen at the following schools by special appointment.

1. Sunset High School, Operation Guidance, Beaverton
2. Grants Pass High School, Teacher in Career Guidance
3. Hood River Valley High School, Guide-Guidee System
4. Crescent Valley High School, Corvallis, Teacher-Advisor System
5. Sprague High School, Salem, Teacher-Advisor System
6. Use of Career Information System, Madison High School and Wilson High School, Portland; Churchill High School and Madison Junior High, Eugene
7. Career Guidance in the small high school, Taft High School, Lincoln City; and Santiam High School, Mill City

8. North Eugene High School, Human Potential and Career Awareness for Girls
9. Springfield and Thurston High School, Springfield, Vocational Information and Placement Project.

Example IV

Guidance and Counseling Post-High School

I. *Self-Understanding*

Student experiences reality testing of his/her concepts.
Student has ability to cope with cultural and environmental demands.
Student develops understanding of preferred life-style.
Student has understanding of social responsibility, opportunities and expectancies.

II. *Interpersonal Relationships*

Student will have the ability to interpret communications from others - positive and negative.

SECTION VII, OREGON'S PERSONNEL DEVELOPMENT APPROACH

The Oregon Department of Education is committed to assuring that all Oregon teachers are qualified through training, experience, and competence for the responsibilities they hold. With career education being one educational priority in the state, the Career and Vocational Education Section of the Oregon State Department of Education has a major role in assuring that inservice and preservice programs strengthen and increase the effectiveness of vocational education personnel, as well as other personnel involved in career education activities.

A variety of in-service and preservice programs and activities have been conducted over the past several years which have contributed to the development and maintenance of a total system for personnel development. Of particular significance has been the development of innovative approaches to facilitate the dissemination and implementation of new curriculum ideas. Some of the major personnel development approaches currently functioning in Oregon are described below.

CADRE TRAINING

The concept of cadre training has been a very useful and exciting approach to in-service education in Oregon and has become an integral part of the state's total delivery system for staff development. It has also been a key factor in implementing curriculum change. Oregon's approach to cadre training is one of preparing a group of practitioners capable of training others and based upon needs that have been identified and prioritized. Experience, ability, and recommendation are the basis for cadre member's selection. Every effort is made to adequately cover the state according to population density and number of personnel to be trained.

To date there have been 12 separate cadre training workshops covering eight areas: career awareness, career exploration, career decision-making, overall career education, cluster implementation, individualized instruction, cooperative work experience, and career guidance for teachers.

The most recent cadre training project was in the area of career guidance, and involved Region X, (Alaska, Idaho, Oregon, Washington) in a four-state cooperative effort designed to prepare cadres in each state that can conduct career guidance in-service training for teachers.

The cadre approach offered a solution in that by training a group of practitioners in each state to conduct the in-services at the local level, a large number of classroom teachers could be reached. Basically, the entire project is organized around four objectives:

1. To identify and validate a list of career guidance competencies needed by teachers. These competencies are listed as follows:
   a. Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
   b. Enable learners to discover the interactions and relationships among life roles, personal life style, and occupational choices.
   c. Demonstrate a knowledge of appropriate use of commercially produced and teacher made tests in assisting the learners in their career development.
   d. Provide the learners with occupational information.
   e. Identify and use school and community resources which will assist the learners in their career development.
   f. Enable learners to identify and understand the

differences in working relationships associated with various occupations.

g. Work with the learners in involving parents in the learners' career development.

2. To develop instructional packages that are based on career guidance competencies and designed to be used by teachers in the development of their career guidance skills. A copy of each of these packages is available through the Resource Dissemination Center.[19]

3. To conduct one three-day pilot workshop that will field test an in-service workshop designed for teachers.

4. To prepare cadres in each of the four Region X states (Oregon, Washington, Idaho, and Alaska) that can conduct career guidance in-service activities for teachers.

The instructional team traveled to each of the four states during the summer of 1975 to conduct the cadre training workshops. Upon completion of the cadre training, cadre participants presumably were able to:

1. Develop the content, method, and delivery of instruction (scope and sequence) for an in-service program in career guidance for teachers.
2. Conduct career guidance in-service activities for teachers.
3. Provide career guidance consultative services to local school districts.

PERSONNEL DEVELOPMENT CENTERS

A new and challenging approach to career and vocational education personnel development in Oregon has been the initiation of a statewide system of personnel development centers which are field-based and locally focused. Two centers are currently in operation, one located in the Portland metropolitan area, and one in the Eugene-Springfield area. The thrust of the "center" concept is to decentralize teacher in-service training and muster the resources of several agencies toward the common goal of improving instruction and disseminating and implementing new curriculum ideas in career and vocational education.

There are two unique characteristics of the "center" concept:

1. The operation of the program is *field-based/locally focused*; it is directed to individual needs at the local level, is decentralized from the university campus, and makes use of local facilities and resources by providing live on-site teaching-learning situations and experiences.

2. The instructional offerings are *compentency-based* in that they focus on developing or improving the individual's ability to perform identified tasks.

Major functions and activities of the centers are: identifying personnel development needs; providing individual professional development guidance and counseling; serving as an expediter of field-based instructional programs, scheduling workshops; seminars, and courses; coordinating communications and consultant services to consortium agencies; and serving as a field testing station for innovative teacher education practices and materials.

PRESERVICE CAREER EDUCATION

The Oregon Department of Education funded a special project starting in 1971, titled: *Career Education - An Integral Part of Teacher Education.* The purpose of the project was to outline a developmental strategy which would result in all prospective elementary and secondary teachers having opportunities to become acquainted with career education and see how these concepts can be incorporated into their classroom teaching.

With the formation of an inter-institutional committee of representatives of all public and private institutions of higher education in the state assigned to the task, and a full-time director, there have been a number of accomplishments:

1. Career education has been introduced into all preservice programs of all institutions in the Oregon State System of Higher Education, with over 1,100 prospective teachers having had a basic exposure to career education.
2. A preservice program model of career education instruction is under development at Oregon State University.
3. A preliminary set of 50 career education competencies have been identified for elementary and junior high school teachers.
4. The development of modules for implementing career education into preservice programs is under way.

There are other lists of competencies being developed by students involved in a doctoral program at Oregon State University. These are: "Rank Order of Professional Competencies for Community College Administration of Vocational Education," by Dariel Dee Martin; "Rank Order of 40 Competencies of Vocational Education Leadership as Determined by Responses from the Total Oregon Survey Population and by Each Subgroup of the Oregon Population," by

Darrell Ward. These are available on request from the Vocational Education Department at Oregon State University.

CAREER EDUCATION IN-SERVICE

A project sponsored by the Oregon Department of Education and the Oregon State System of High er Education has been funded to assist Oregon colleges and universities in the preparation of school personnel for career education.

Work components of the project will focus in three areas – staff development and program planning for university faculties; curriculum development for the university teacher, counselor and administrator training programs; and incorporation of needed competencies in career education into teacher certification rules and training program standards.

There are several personnnel development projects sponsored by the Oregon Department of Education. The end products as developed in these projects are usually of great value to teacher educators. Two programs which are available at the present time are a *Workshop Planning Kit*[20] developed by Nancy Carlson, and an *In-service Education Package*[21] developed by John Davies and Richard Holloway of the Oregon Department of Education. Both of these programs are presented below in condensed form.

Example I

Workshop Planning Kit[20]

Prepared by **May, 1974**
Nancy Carlson

This *Workshop Planning Kit* is designed to assist workshop coordinators in mapping out all of the necessary steps involved in planning a workshop. The kit consists of a set of 48 separate cards.

First, cut out all of the cards from the attached sheets.

[Editor's Note: In the actual kit[20] (available from the Oregon Department of Education), several pages of ruled off in the size of 3x5 cards, each with instructions printed thereon. To save space, these cards have been reduced in size. If you wish to use the Kit, procure an original from the ODE, or copy the material on regular 3x5 cards, and proceed as instructed below.]

Now that you've got your deck of cards, you're ready to use the kit. But before using it . . .

You must have a definite workshop in mind! Take a sheet of paper and define the topic area or focus of the proposed workshop. This is your key towards effective planning. It tells you where you're heading.

Now. . .You're ready for the kit.

Clear off a table. You'll need some space to work on. Examine your deck of cards. There are three different types of cards:

Task Cards (white) [marked T below] - activities that must be considered to effectively plan a workshop.
Closure Cards (pink) [marked C below] - use to signify the completion of various planning phases.

Start Cards (green) [marked S below] - beginning points in the planning process.

Select the appropriate "Start Card" and then lay out in sequential order those "Task Cards" that must be considered for your workshop. (You may branch where necessary.) Insert the "Closure Cards" at the appropriate points. Many cards have options listed. Use a pencil to check the options that are necessary to your plan. (You can erase them when finished.) Blank cards can be usd to write and insert any steps not included in the kit.

When you're finished you'll have a table-sized flow chart of the steps and actions that will be needed to successfully carry out your next workshop.

INITIATE IDEA FOR WORKSHOP	S
RECEIVE REQUEST FOR WORKSHOP	S
DETERMINE DATE(S) OF WORKSHOP(S)	T
SEND FOLLOW-UP EVALUATION TO PARTICIPANTS Delay time(s): _____	T
CONDUCT WORKSHOP	T
EVALUATE DATA FROM WORKSHOP	T
DETERMINE WORKSHOP FORMAT _____Large group participant interaction _____small group participant interaction _____Panel presentation _____media presentation (video-tape, slides, films, etc.) _____lecture _____demonstration _____other	T

SEND LETTERS OF INFORMATION AND RESERVATION REPLY CARD TO POTENTIAL PARTICIPANTS

Include:

_____menu choice
_____general information (who, what, why, where, and how)
_____alternate (or contact person)
_____sponsoring agency
_____other _____
_____reimbursement information
_____registration information
_____workshop director

T

DETERMINE FOCUS OF WORKSHOP (CONTENT) T

DETERMINE WORKSHOP STAFF T

_____coordinator
_____consultant(s)
_____group leaders
_____clerical
_____other _____

OBTAIN NAMES AND ADDRESSES OF ALL POTENTIAL PARTICIPANTS T

From:

_____associate IMC (local)
_____local school districts
_____state department
_____other _____

MAKE ARRANGEMENTS FOR MEETING ROOM(S) T

MAKE ARRANGEMENTS FOR ADVANCE PUBLICITY T

_____School districts
_____local IMC's
_____local press
_____other _____

MAKE ARRANGEMENTS FOR WORKSHOP STAFF T

_____transportation
_____lodging
_____meals

FOR OUTSIDE ASSISTANCE, TALK TO T

_____ Special Education Directors (state, local)
_____ program supervisors
_____ Regional SEINC
_____ local IMC's
_____ University personnel
_____ experienced teachers
_____ other _____

IDENTIFY TYPE OF PARTICIPANT T

_____ special education teacher
_____ regular education teacher
_____ paraprofessional
_____ administrators
_____ program supervisor (consultants)
_____ parents
_____ college or university students
_____ other _____

KEEP SPEAKER OR PANEL MEMBERS INFORMED T

Regarding:

_____ program
_____local arrangements list
_____ approximate number and type of people attending
_____ time constraints
_____ other _____

MAKE NECESSARY ARRANGEMENTS FOR SOCIAL HOUR T

MAKE ARRANGEMENTS FOR COFFEE BREAKS

OBTAIN NECESSARY WORKSHOP SUPPLIES FOR PARTICIPANTS AND ASSEMBLE PACKETS

_____ name tags
_____ binders or portfolios
_____ note paper
_____ pens, pencils or markers
_____ other _____
_____ handouts
_____ list of participants (name & addresses)
_____ information on local "what to see & do"

MAKE ARRANGEMENTS FOR FOLLOW-UP PUBLICITY T

_____ School districts
_____ local IMC
_____ local press
_____ other _____

WRITE REPORT ON WORKSHOP SEND TO: T

_____ administrators
_____ participants
_____ workshop staff
_____ speaker and/or panel members

HOLD WORKSHOP STAFF POST-SESSION T

_____ decide on feasibility of future workshops
_____ share subjective and objective reactions
_____ delegate any additional responsibility

SEND LETTERS OF APPRECIATION T

_____ workshop staff
_____ consultant (s)
_____ participants
_____ local helpers
_____ other _____

ADJUST BUDGET (REALLOCATION OF FUNDS IF NECESSARY) T

PAY BILLS T

DETERMINE IF CREDIT IS TO BE GIVEN T

_____ professional (granted by local school district)
_____ college (granted by college or university)
_____ released time
_____ other _____

DETERMINE IF PARTICIPANTS ARE TO BE FINANCIALLY REIMBURSED AND BY WHOM T

_____ travel _____
_____ stipend _____
_____ meals _____
_____ all of above _____

SEND MORE SPECIFIC INFORMATION TO RESPONDING PARTICIPANTS T

_____ housing facilities
_____ reimbursement policy
_____ pre-assessment form
_____ transportation information (maps, etc.)
_____ other _____

OBTAIN MATERIALS NEEDED TO PRODUCE WORKSHOP MATERIAL T

_____ spirit masters
_____ mimeograph stencils
_____ ditto paper (colored)
_____ mimeograph paper (colored)
_____ index cards
_____ transparencies
_____ flash attachment
_____ other _____
_____ paper clips
_____ rubber bands
_____ blank cassettes
_____ recording tape
_____ stapler, staples
_____ heavier stock paper for covers
_____ film & flash bulbs
_____ videotape

T

TAKE "READY FOR ANYTHING" KIT TO WORKSHOP

Contains:

_____ extension cords
_____ blank transparencies
_____ transparency marking pens
_____ adapter plug
_____ blank cassettes
_____ take-up reel
_____ batteries
_____ extra bulb for projector (slide & overhead)
_____ stapler & staples
_____ scissors
_____ scotch tape
_____ masking tape
_____ paper clips
_____ other _____

T

DEVELOP EVALUATIVE INSTRUMENTS

_____ to measure participant entry behaviors
_____ to measure success (re: objectives) of individual workshop components
_____ to measure participant exit behaviors
_____ to measure post workshop application of concepts

T

MAKE ARRANGEMENTS FOR LODGING FOR PARTICIPANTS

T

DETERMINE BUDGET

Sources of funds to be used:

_____
_____
_____
_____
_____

T

HOLD WORKSHOP STAFF PLANNING SESSION

_____ delegate responsibilities to individual staff members
_____ devise timeline for executing tasks

T

MAKE ARRANGEMENTS TO DUPLICATE NECESSARY MATERIALS

_____ videotapes
_____ slides
_____ cassette tapes
_____ reel-to-reel tapes
_____ printed material
_____ Other _____

T

MAKE ARRANGEMENTS FOR MEALS

_____ pre-set menu
_____ arranged by variable menu
_____ list & map for "on your own"

T

SPECIFY OBJECTIVES

_____ for staff
_____ for participants
_____ for activities
_____ other _____

T

LOCATE EQUIPMENT NEEDED TO PRODUCE WORKSHOP MATERIALS

_____ thermofax machine
_____ videotape recorder
_____ television camera
_____ slide camera
_____ cassette tape recorder
_____ ditto machine
_____ mimeograph machine
_____ xerox copier
_____ reel-to-reel tape recorder

T

ARRANGE FOR SPEAKER AND/OR PANEL MEMBERS

T

CHECK ON AMOUNT OF TIME AVAILABLE FOR WORKSHOP

_____ all day
_____ after school
_____ half day
_____ other _____

T

MAKE ARRANGEMENTS FOR NECESSARY EQUIPMENT AND FURNITURE

_____ tables
_____ chairs
_____ overhead projector
_____ screen
_____ chalkboard (chalk & eraser)
_____ other _____
_____ videotape recorder
_____ camera & film
_____ filmstrip projector
_____ prepared transparencies
_____ slide projector
_____ tape recorder & microphone

T

DETERMINE ALLOCATION OF FUNDS

participants _____
materials & supplies _____
speaker/consultants _____
workshop staff _____
clerical _____
other _____

T

COLLECT MONEY FROM PARTICIPANTS

C

PLANS FOR PHYSICAL ARRANGEMENTS NOW COMPLETE

C

WORKSHOP ACTIVITIES AND EVALUATION NOW COMPLETE

C

PLANS FOR HUMAN RESOURCES ARRANGEMENTS NOW COMPLETE

C

PLANS FOR COMMUNICATIONS ARRANGEMENTS NOW COMPLETE

Example II

Inservice Education
A Method for Organizing and Implementing Inservice Programs Based on Participants' Interests and Needs

Prepared by
John Davies and
Richard Holloway

May 1975

Introduction

The following is a four step method that can be utilized to make inservice programs more responsive to the interests and needs of teachers and other educational personnel.

The need for providing accurate inservice education that addresses itself to the identified needs and interests of teachers is becoming a most crucial factor in providing for professional growth.

Too often, we gather data and fail to interpret and implement them. We tend to continue to offer the same course again regardless of the evaluation input of participants.

The four step process to inservice training is an attempt to provide a model by which the staff can participate and learn effectively. It is hoped that by participating in this type of inservice activity, teachers will provide similar experiences for their students in the classroom.

Each of the following steps are given in a sequence to provide a beginning organizational pattern. However, after one has gone through the process, it will become apparent that a person could start anywhere in the steps to achieve the desired outcomes. In brief, the four step involves:

I Assessing teachers' attitudes and changes in attitudes toward in-service activities.
II Surveying for general in-service needs.
III Assessing strengths and weaknesses of participants, objectives/competencies to emphasize , and the instructional method to utilize for the inservice training.
IV Providing an inservice package that meets the identified needs of participants.

NOTE: Attached to this package is a list of guidelines for effective inservice training in career education. The list is the result of a nation-wide study to identify and verify effective characteristics of inservice programs for career education and further confirms the need for such a process as described in this package.

Step I

Step I involves the use of an instrument designed to assess the climate for inservice training. Ideally the instrument should be administered by local school district or building personnel in cooperation with regional personnel. Through cooperative effort, duplication can be avoided and results more widely utilized.

As stated earlier, one does not necessarily need to use this instrument first if he/she is already aware of teacher attitudes. The inservice program could be organized and conducted according to Step III. This instrument could then be used to determine present attitudes of teachers upon completion of the inservice training.

There is the possibility also of using this instrument as a pre or post survey for those involved in the actual inservice activities.

The use of this instrument is determined by the desired data and purposes for surveying. The following only suggest one use for example purposes only.

The purpose of the instrument is to begin the process of staff involvement in personnel development. The information will be helpful in making inservice programs more responsive to the needs and interests of teachers.

When the survey has been completed, the results should be published so the staff can become aware of their peer group's feelings.

Teacher opinions are obtained by means of the "Teacher Attitude Toward Inservice Education Inventory."* The Inventory includes a series of 34 statements regarding inservice education programs using a Likert type scale. Respondents are asked to react to each statement. Response categories are strongly agree, agree, uncertain, disagree, and strongly disagree. Values of 2, 1, 0, -1, and -2 are assigned to their respective categories.

The items are ranked in importance according to the study carried out by Brimm and Follett. One could compare his own attitudes to those in the study by comparing his responses to those in the instrument.

* Statements taken from Education Leadership/Research Supplement. "How Do Teachers Feel About Inservice Education," by Jack Brimm and Daniel Follett, March 1974. p. 521.

Attitudes Toward Inservice Training (Inventory)

The purpose of this inventory is to determine the teacher's attitudes toward inservice education. The information will provide valuable input to the planning and coordinating of inservice programs.

Directions. Below are some statements regarding inservice education programs. Please react to each statement by checking the appropriate column (strongly agree, agree, uncertain, disagree, or strongly disagree).

There are no "right" or "wrong" answers, and no names will be identified with responses. Feel free to make comments.

Statements	*Reaction*				
	Strongly Agree	*Agree*	*Uncertain*	*Disagree*	*Strongly Disagree*
1. The teacher should have the opportunity to select the kind of inservice activities which he feels will strengthen his professional competence.					
2. Inservice programs should include special orientation activities for the new classroom teacher.					
3. The real test of an inservice program is whether it helps the teacher to cope with his professional tasks more successfully.					
4. Inservice programs must include activities which allow for the different interests which exist among individual teachers.					
5. Teachers need to be involved in the developing of purposes, activities, and methods of evaluation for inservice programs.					
6. The primary purpose of inservice education is to upgrade the teacher's classroom performance.					
7. Teachers should receive some release time for inservice education activities.					
8. One of the most important ways to judge the effectiveness of an inservice program is whether the teacher uses the results of the training in his classroom.					
9. One of the most motivating inservice activities is an opportunity to become acquainted with new teaching practices or innovative programs.					
10. A teacher should receive inservice credit for participation in a graduate course at a university.					
11. If more teachers were involved in planning inservice programs, teacher commitment to them would be greater.					
12. Every teacher should be required to participate in some inservice activities designed to build a team spirit within his school.					
13. A teacher should receive inservice credit for research.					
14. We need to have more small group activities at inservice meetings.					
15. Attendance at some system-wide activities should be required of all teachers.					
16. Many inservice activities do not appear relevant to any felt needs of the teacher.					
17. A teacher should receive inservice credit for travel.					
18. The implementation of innovations presented in inservice programs is often a function of the support received from school administrators.					
19. Inservice education should relate directly to problems encountered in the classroom.					
20. Most teachers do not like to attend inservice activities.					
21. A teacher should receive inservice credit for professional reading.					
22. Most inservice activities should be carried on within the school in which the teacher works.					
23. A teacher should receive inservice credit for professional writing.					
24. More inservice activities should be scheduled during the school day.					
25. Transfer concepts presented and skills taught in inservice programs to the problems of daily, classroom life and school operations is minimal.					
26. Inservice training seems to be more effective when the total school staff is simultaneously engaged in a given activity.					
27. Most inservice programs do not seem to be well-planned.					
28. Our inservice programs seem to suffer from a lack of financial support needed to carry them out.					
29. Most inservice programs arise from a study of the needs and problems of teachers.					
30. Most inservice programs are virtually useless.					
31. The objectives of inservice programs in my system are always specific.					
32. Orientation activities for the new classroom teacher in our system are adequate.					
33. There is adequate follow-up to determine the effects of inservice activities in my system.					
34. I wish more of our inservice programs were scheduled as three-hour sessions at night.					

Step II

Once the decision has been made to carry out an inservice program, in this instance, Career Education, a survey of general inservice need areas should be administered. The following three samples are provided for preview to emphasize the need for addressing surveys to the appropriate individuals.

Sample I

Teacher's Self-Assessment Inventory of Career Education Competency*

Area II schools have set target goals for implementing first steps of a Career Education program emphasis into our school curriculum. There are a total of 19 target goals for 1973-74 school year and among them are these three:

No. 7 40% of staff will participate in staff development programs to improve their understanding of the career education concept, thereby improving implementation ability.

No. 8 20% of staff will improve and demonstrate competencies in providing career based guidance services for learners.

No. 10 100% of staff will increase their awareness of their professional career education needs and have had these needs included in their yearly evaluation.

The attached *Self-Assessment Inventory* was developed by a teacher committee this summer to assist you in looking for your competency for including a career emphasis in your instructional program. The competencies listed are based upon a research project by Dr. Richard Holloway while at Oregon State University and are the result of his work with teachers in Portland and other Oregon cities.

Four courses have been developed that will provide you with an opportunity to increase your competency at whatever level your needs are. The purpose of this *Inventory* is for you to identify your strengths as well as any weaknesses and to enable you to determine which of the four courses should provide you with what you need. Each of the courses is a 1-hour credit course provided through 6 two-hour meetings in 6 weeks. This will enable you to select 1 or more during the year to meet your individual needs and at a time most convenient to you. Refer to attached chart for course descriptions and meeting dates.

The *Inventory* is in two parts. Each teacher will complete the *K-12 Inventory*. K-6 teachers will complete the *K-6 Inventory* and 7-12 teachers will complete the *7-12 Inventory*. Your scores will provide you with information as to whether you should enroll in a particular course based upon your self-assessment and discussion with your principal.

*Prepared by Leroy E. Wallis, Portland Public Schools

Sample I (K-12)

Teacher's Self-assessment Inventory Career Education Competencies, K-12

Keeping the needs of students in mind, rate yourself on each item on a scale of 1 through 5. A rating 3 is considered an acceptable level of competency; a rating of 1 is considered no competency; and a rating of 5 is considered a superior competency.

I can demonstrate my competency by:

	1	2	3	4	5
1. Explaining the advantages of career planning.					
2. Describing the total career education program of the district.					
3. Describing my building's long-range plan for career education and identifying my role in implementation.					
4. Identifying					
a. National, regional and local manpower trends and needs.					
b. Measuring devices that assess interests, attitudes and aptitudes as they relate to future career decisions.					
c. Career resource materials (AV, games, briefs, kits, etc.)					
d. Community resources available for enriching career programs. (IPAR, agencies, service clubs, etc.)					
e. Tests that measure the achievement of career objectives.					
f. Classroom guidance skills used in career education programs.					
g. Relationship between avocation and occupations.					
5. Being able to analyze and explain					
a. The job family concept. (cluster, people-data-things, etc.)					
b. The relationship between competencies developed while in school and those needed in life roles (family, citizen, occupational, and avocational)					
c. The interdependence of occupations.					
d. How all work contributes to the well being of society.					
e. How people in various occupations also function in other life roles. (family, citizen and avocational)					

Total your points. A total of 48 or better indicates you have an acceptable level of competency in basic career education teaching skills. You would not need to participate in the Overview course in Career Education, but you may have identified certain competencies that you will wish to strengthen. Discuss this with your principal as part of your annual evaluation of teacher performance.

Sample I (K-6)

Teacher's Self-assessment Inventory
Career Education Competency, K-6

Keeping the needs of students in mind, rate yourself on each item on a scale of 1 through 5. A rating of 3 is considered an acceptable level of competency; a rating of 1 is considered no competency; and a rating of 5 is considered a superior competency.

I can demonstrate my competency by: 1 2 3 4 5

1. Utilizing
   a. Vocational literature and data. . .
   b. Individualized instruction material. . . . . .
   c. A.V. material, games, literature, etc. . . . . .
   d. Selected resource people in class to present career information. . . .
   e. Developed career awareness teaching guides. . . . . .
   f. Parents of class members in presenting information on their career. . . . . .
2. Directing students in
   a. Classroom projects simulating tasks of real workers. . . . . .
   b. Identifying career opportunities related to units of study. . . . . .
   c. Discussing their career aspirations.
   d. Doing research on occupations that are of interest to them. . . . . .
   e. Using classified ads to identify and describe occupations. . . . . .
   f. Identify careers of their parents. .
   g. Developing a questionnaire for interviewing parents and others about their jobs. . . . . .
   h. Field trips for career awareness. .
   i. Studying occupations of day-to-day employees of local school system. . . . . .
   j. Identifying the type of tools, clothes, materials and equipment used in various occupations. . . . .
   k. Understanding the life roles. (family, citizen, occupational and avocational). . . . . .
3. Having developed tests that measure the achievement of career awareness. .
4. Utilizing commercial tests that measure achievement of career awareness. . . . . .

Total your points. A total of 64 for grade K-3, or 67 for grade 4-6, or better indicates that you have an acceptable level of competency in basic career education teaching skills for the grade K-6 classroom. You would not need to participate in the Implementing Career Education at grades K-6 course in career education, but you may have identified competencies that you will wish to strengthen. Discuss this with your principal as part of your annual evaluation of teacher performance.

Sample I (7-12)

Teacher's Self-assessment Inventory
Career Education Competency, 7-12

Keeping the needs of students in mind, rate yourself on each item on a scale of 1 through 5. A rating of 3 is considered an acceptable level of competency; a rating of 1 is considered no competency; and a rating of 5 is considered a superior competency.

I can demonstrate my competency by: 1 2 3 4 5

1. Identifying
   a. Tasks performed by people in various occupations. . . . . .
   b. Salary levels and working conditions of occupations. . . . . .
   c. Educational requirements of occupations. . . . . .
   d. Physical and intellectual requirements of occupations. . . . .
   e. Student interests and abilities with compatable occupations. . . . . .
   f. Vocations that can become avocations and avocations that can become vocations. . . . . .
   g. Life styles associated with occupations. . . . . .
2. Utilizing
   a. Activities fostering wholesome attitudes of work. . . . . .
   b. Measuring devices to guide student understanding of self-interests, attitudes, aptitudes. . . . .
   c. Information on manpower from employment services. . . . .

	1	2	3	4	5
3. Having developed and/or utilized					
a. Tests that measure achievement of career exploratory objectives.					
b. Vocational literature, individualized instructional material, career exploratory teaching guides, community resources.					
c. Classroom activities					
1. Field trips for career exploration.					
2. Discuss career aspirations with students.					
3. Identify careers related to subject matter.					
4. Develop a questionnaire to interview workers.					
5. Projects to simulate tasks of real workers.					
6. Make a task analysis of special interest occupations.					
7. Dictionary of Occupational Titles to identify and describe occupations.					
8. Direct students in doing research on occupations using the D.O.T., classified ads, *Occupational Outlook Handbook*, etc.					
d. Job family concept.					
e. Guidance skills to assist in career exploration.					
f. The concept of life roles. (family, citizen, occupational and leisure).					

Total your points. A total of 69 or better indicates you have an acceptable level of competency in basic career education teaching skills for the grade 7-12 classroom. You would not need to participate in the Implementing Career Education at Grades 7-12 course in career education, but you may have identified competencies that you will wish to strengthen. Discuss this with your principal as part of your annual evaluation of teacher performance.

Sample II (Adm./Supv.)

Career Education Personnel Development Survey
For Adminstrators/Supervisors (Secondary)

Directions: For each item listed, please check the number which indicates the importance of each item in relation to *your* desire and need for professional development.

Professional Improvement Needs

Improving my skills as a Career Education administrator or supervisor in:	*Not Important* 1	2	3	4	*Very Important* 5
1. Being a change agent.					
2. Management by objectives.					
3. Management/Leadership Techniques.					
4. Organizing and planning individualized instruction programs.					
5. Budget preparation and control.					
6. Organizing inservice activities.					
7. Organizing and establishing interdisciplinary approaches to interweaving career education into all subject areas.					
8. Planning and implementing cluster programs.					
9. Planning and implementing career exploratory programs.					
10. Planning and implementing career awareness activities.					
11. Evaluating effectiveness of career/vocational education programs.					
12. Identifying and prioritizing personnel development needs.					
13. Organizing and utilizing advisory committees.					
14. Developing long-range program plans.					
15. Planning, selecting, and evaluating equipment and facilities.					
16. Planning, implementing and/or adapting programs for disadvantaged and handicapped students.					
17. Provide for vocational student organizations.					
18. Establishing an evaluation follow-up system.					
19. Others (Specify) _____					
20. _____					
_____					

Sample II (Voc. Tchr.)

Career Education Personnel Development Survey
(For Vocational Teachers)

Directions: Please check the number which indicates the importance of each item in relation to *your* desire and need for professional development.

Personnel Development Needs

Improving *my* skills as a vocational teacher in:	*Not Important* 1	2	3	4	*Very Important* 5
1. Utilizing cluster curriculum guides in program planning and development.					
2. Organizing and working with vocational student organization.					
3. Updating technical skills in my technical area.					
4. Adapting my program to work with Disadvantaged and Handicapped students.					
5 Selecting and utilizing advisory committees.					
6. Implementing career exploratory activities.					
7. Developing Individualized Instructional material.					
8. Implementing Individualized Instruction.					
9. Using manpower data for instructional planning.					
10. Implementing cooperative work experience.					
11. Understanding the cluster program.					
12. Providing career guidance to students.					
13. Understanding the concepts and objectives of Career and Vocational education.					
14. Articulating or relating my subject matter with other grade levels.					
15. Working with other teachers in interdisciplinary activities.					
16. Developing student performance objectives.					
17. Evaluating effectiveness of my program.					
19. Others (specify) _____					
20. _____					

Sample III

Career Education Inservice Needs Assessment Instrument
Developed by: Walt Lorence, Douglas County IED
Courthouse Annex, Roseburg, Oregon

Please take a survey of your school district to determine the inservice training needs in career education. It may be possible to arrange short workshops or to have college credit courses offered for individuals, school, school districts or on a county-wide basis.

Cost will be based on credit or non-credit and the number of participants. Time and dates will be determined on the availability of instructors.

(Indicate your priority for inservice needs by *ranking* the areas below 1 through 10.)

Indicate Potential Number of Participants	Rank 1 - 10		
_____	_____	A.	Career Awareness
_____	_____	B.	Career Exploration (SUTOE)
_____	_____	C.	Career clusters
_____	_____	D.	Career Education
_____	_____	E.	Long range planning
_____	_____	F.	Career guidance and counseling
_____	_____	G.	Advisory committees, formation and use of
_____	_____	H.	Individualized instruction and Behavioral objectives
_____	_____	I.	Youth organizations
_____	_____	J.	Philosophy of vocational education
_____	_____	K.	Career decision making
_____	_____	L.	Other_____
			_____

_____ _____
School Representative

Summary, Step II

Obviously, each survey is directed toward collecting certain data and identifying different needs. Sample I is an in-depth attempt to provide overall and specific competencies for teachers. Sample IIa is directed to Administrators or Supervisors of Career Education programs. Content of the survey is considerably different than those found in Sample I. Sample IIb is directed to Vocational teachers only. Their competency needs are different than those who teach the basic education curriculum. Sample III is a survey that only provides broad area interest and will only give an indication of concentration for inservice workshops. Upon completion of the survey, the staff should be notified as to the areas of need that were determined by consensus. The needs should be written into the form of an inservice offering. Provide a selection of workshops based on the top 3-5 identified needs. An application for a workshop should be attached to the survey report. At this point it is imperative that all sheets handed in for application of a workshop carry the name of the applicant. This will allow the workshop organizer an opportunity to use the final instrument for the future inservice.

Step III

After participants have been identified for a given workshop or course, the third step is a survey that identifies strengths and weaknesses, objectives to emphasize, and instructional procedures to utilize. Three samples of such an instrument follow. They include:

1. A list of the specific objectives for the in-service program.
2. A list of expected teacher competencies.
3. A column for the teacher to indicate the strength or weakness as a self-evaluation to their ability or knowlege.
4. A column that is marked "emphasize" so that a teacher can give direction to the workshop by providing in-put as to areas needing concentration.
5. A column that is titled "Learning Process" to provide for the teacher to choose the manner by which the learning will be carried out. This column is provided so that the teacher can decide how learning best takes place for him. Each area that was marked as "emphasize" may have one or more of the learning procedures identified.
6. A list of definitions for learning procedures.

Sample I

Cadre Training

There are competencies that we anticipate will be developed during the two-week workshop. We have listed some of the competencies below.

Based on your knowledge, mark the scale as to how you feel about your ability to perform the competencies. Check the column on the right if you feel we should emphasize a competency and write the method by which you would like to learn a competency by using the attached definitions.

If some of your competencies are developed to the point that you would be willing to share your technique with other cadre members, indicate by an asterisk.

Confident		*Rickety*	*Competencies*	*Emphasize*	*Learning Process*
1	*2*	*3*	Each participant will be able to say, write and describe:		
			The State Department of Education's definition of Career Education		
			The State Department of Education's definition of Career Awareness		
			His personal philosophy of Career Education		
			His personal philosophy of Career Awareness		
			The concepts of Career Awareness		
			The objectives of Career Awareness		
			The guidelines of Career Awareness		
			Each participant will be able to:		
			Develop and/or organize materials relevant to Career Awareness concepts		
			Develop an inservice approach that utilizes his teaching style		

Competencies

Confident 1	2	*Rickety* 3		*Emphasize*	*Learning Process*
			Utilize questioning techniques and strategies to demonstrate Career Awareness concepts and philosophy		
			Recognize attending behavior of inservice participants		
			Identify and demonstrate communication techniques as they relate to the individual's teaching style		
			Identify his personal needs agenda by the third day of the workshop		
			Write his personal philosophy for Career Education and Career Awareness by the end of the first day of the workshop		
			Participate in materials preparation sessions that will conceptualize Career Awareness concepts		
			Demonstrate group processes as they relate to their individual teaching techniques		

Definitions For Learning Procedures

Lecture – The lecture should last no longer than 30 minutes and there should be 20 minutes allowed for questions and answers.

Reading – a list of books or materials that has the information needed would be provided. The teacher would write a competency measurement test based on the readings completed.

Discussion Groups – Different sizes of groups would be convened with concise questions and clear objectives. A knowledgable resource person would be assigned to each group to provide direction for the discussion groups.

Contracting – The teacher can contract with the workshop coordinator the method, procedure and evaluation for gaining knowledge and competencies.

Construct curriculum material – Materials and ideas would be provided for the construction of teaching modules to be used by teachers with children.

Presenting curriculum – This approach would necessitate constructing or finding material to demonstrate to the class. Demonstration could occur with children live or by video, or with the inservice class only.

Audio-Visual – The provision of films, slide tapes, or audio cassette could be utilized in a learning center approach.

Sample II

Career Guidance Workshop
"A Self Assessment"

Below are the objectives and/or competencies that we anticipate will be covered during the workshop. Based on your knowledge, need, and preference, please respond as follows:

1. Column I: Mark the scale on the left as to how you feel about your ability to perform each item listed.
   Confident: means that you feel very secure in your ability to demonstrate this in or out of the classroom.
   Rickety: means that you are not very secure in your ability to demonstrate this in or out of the classroom.
2. Column II: Check those objectives/competencies that you feel should be emphasized during the workshop.
3. Column III: Please indicate the method(s) by which you would like to learn each competency; e.g., *Reading (1), Lecture (2), Group discussion (3), Contracting (4), Developing materials (5), Presentation (6), Audio-Visual (7), Other (Specify).* Write in code number or Instructional method below.
4. Please feel free to add other competencies.
5. If you have developed some of the competencies to the point that you would be willing to share with others, indicate by an asterisk.

Objective/Competency

Confident 1	2	*Rickety* 3		*Emphasize*	*Instructional Method*
			Each participant will be able to:		
			1. Enable learners to identify personal capabilities and		

Confident 1 2 3 Rickety	Objective/Competency	Emphasize Instructional Method
	interests in relation to career choices and requirements.	
	2. Develop and implement methods and activities which will help the learners clarify interests, values, and career goals.	
	3. Present examples which demonstrate the relationships between life roles and occupational choices.	
	4. Involve the learners in activities which will show the effects of personal traits, behaviors, values, and life styles on occupational choice.	
	5. Involve the learners in experiences which will demonstrate the kinds of communication skills associated with different occupations.	
	6. Know and use school and community resources which will improve the learner's career development.	
	7. Provide occupational information for career decision-making.	
	8. Develop and use activities by which the learners will gain and apply decision-making skills.	
	9. Develop and implement with learners methods of involving their parents or responsible agencies in the career development process.	
	10. Demonstrate a knowledge of proper use of standardized and teacher-made tests in assisting the learner in the career development process.	

Sample III

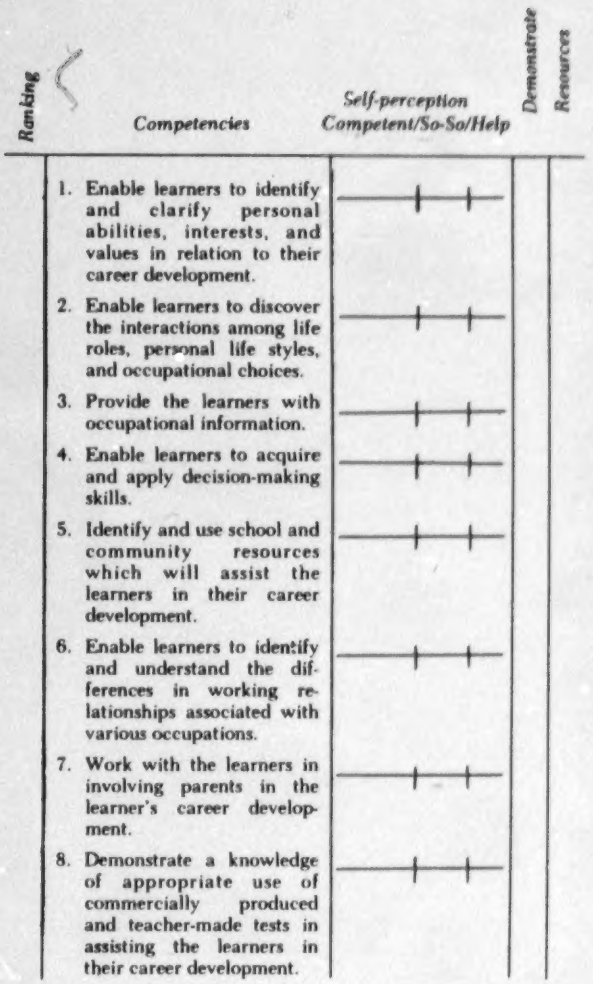
Survey Instrument
for Career Guidance Workshop

In order to provide for individual and group needs, the instrument below is provided as a method of obtaining information about workshop participants.

We would like to have your response in 4 categories which are:

1. Ranking – Prioritize the competencies according to your perception as to the most important to the least important. Place a 1 next to the most important and a 2 to the next, etc.
2. Self-perception – Mark the column according to your ability as it relates to each competency.
3. Demonstrate – Mark this column if you are willing to demonstrate activities that will help others gain knowledge about the competency. Please send a copy or a brief description of the activity you are willing to demonstrate.
4. Resources – Can/will you provide resources in relationship to a competency? Example: films, slide-tapes, picture, plastic overlays, printed material, etc. Please indicate what resources you have if you mark this column. Please attach a list of resources you have available.

Thank you for your effort and prompt return of this survey form.


Ranking
Competencies
Self-perception
Competent/So-So/Help
Demonstrate
Resources
1. Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
2. Enable learners to discover the interactions among life roles, personal life styles, and occupational choices.
3. Provide the learners with occupational information.
4. Enable learners to acquire and apply decision-making skills.
5. Identify and use school and community resources which will assist the learners in their career development.
6. Enable learners to identify and understand the differences in working relationships associated with various occupations.
7. Work with the learners in involving parents in the learner's career development.
8. Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

Step IV

The fourth step involves designing and conducting the planned inservice program based on the data gathered in Steps I, II and III. It should be realized that other data beside that gathered from participants may need to be considered. The intent here is to emphasize the importance of participant input in designing and conducting inservices.

The outline that follows was developed for the Oregon Council of Vocational Administrators training session and is provided to help illustrate Step IV. The material lists each objective along with the task for participants and the strategies for the workshop presenters.

Example I

Determining Inservice Need of Participants

This system is designed for inservice training leaders who are willing to seriously consider instructor needs and are competent to design inservice programs that meet these needs.

Objective 1: (30 minutes) To know how to use an instrument designed to assess teachers attitude toward inservice.

Instructor Strategy:

1. Identify commonalities; circle in red. Choose 3 or 5 areas of consensus and discuss with entire group.
2. Question: Now that you have these data, what do you do with them?
3. Lead into Objective No. 2; tie 1 and 2 together. Time limit – 5 minutes.

Objective 2: (30 minutes) to know how to identify general need areas for inservice training in career education. (What areas should inservice training focus on?)

Participant Task 1: Individually complete the survey form on attitudes toward inservice activities and record responses on retrieval sheet provided. Time limit - 10 minutes.

Participant Task 2: While items are being recorded share your responses with at least one other person and identify one or two areas of agreement in responses. Time limit - until all responses are recorded.

Participant Task 3 : Individually rank priority items 1-11 listed on the instrument. Get into groups of 3 and arrive at a concensus as to the top 3 priority areas. Time limit - 5 minutes.

Instructor Strategy:

1. On butcher paper, retrieve the information from each group, taking the top 3 priorities only. Time limit - 5 minutes.
2. Discuss method and procedure of gathering data and how to utilize data. Discuss constraints for establishing priorities and other local strategies. Time limit - 10 minutes.
3. Analyze data and show relation to the first instrument. (Use specific examples.) Time limit - 10 minutes.

Objective 3: (30 minutes) To know how to use an instrument that identifies individual strength and weakness, competencies to emphasize, and instructional styles to utilize for developing competencies.

Participant Task 1: Individually complete the instrument as directed for all items listed or (8 of the items) if comprehensive.

Participant Task 2: Get into groups of 5 and pick three of the competencies and arrive at a concensus for each category (level of understanding, area to emphasize, and style of learning preferred). Appoint a recorder/spokesman and report the group feelings.

Instructor Strategy:

1. Record responses on an overhead projector or butcher paper.
2. Identify group concensus; trends in level of understanding, to emphasize or not to emphasize.
3. Indicate various ways that this instrument can be utilized:
   a. Mailed ahead of time (name on return).
   b. Handed out first day of class.
   c. Individuals from schools to complete as a group.
4. Tie in instrument with learning centers approach. (Had to anticipate the group wanted to learn by this method.)

Objective 4: (1 hour, 20 minutes) Participants join in 4 out of 7 learning centers, and evaluate each station. 20 minutes at each station.

SUMMARY

Nearly all of the information provided here has been extracted from bulletins, concept and position papers, brochures, etc., of the Oregon Department of Education. Reference has been made to specific items from the career education collection of documents available for loan from the Resource Dissemination Center at the Oregon Department of Education. These are also listed in the *Career Education Resource Catalog* which has been disseminated throughout Oregon.

The collection is in a continuous state of development and expansion. The primary thrust, initially, was to gather all the research-exemplary project materials in the state since 1970. Now that this has been accomplished, other locally developed materials, as well as out-of-state materials, are being added.

When documents are submitted to the collection, each item is put through a screening process with the appropriate specialist in the Career and Vocational Education Section. When this collection of new materials becomes a large enough, an update is published and sent directly to principals, superintendents, teachers, career education coordinators and librarians who have the above-mentioned catalog. The first update was distributed in October, 1975.

Hopefully, you have been able to identify with some useful material mentioned in this bulletin. By contacting the Resource Dissemination Center, either by mail or by phone, you can secure the needed materials to assist you in your endeavors of program planning and implementation.

Should you wish to refer to these items in the *Career Education Resource Catalog*, the following information will be helpful. Let's take the example from page 35. If you wanted to locate this in the catalog, you would find the entry below.

211.01* .03/.04(x)

Title: Teacher Guide for Career Awareness Process in the Elementary School
Author: Springfield School District No. 19
Source: Springfield Public Schools, 525 Mill Street, Springfield, OR 97477
Date: January 1974
Price: $2.50

[Descriptive Annotation follows]

(*) Classification: This number indicates that the material is to be used at the elementary level (200); that it is career awareness (11.); and that it is a list of activities (.01). All items have such a number which groups everything together by level and subject.

(x) Availability Code: the number .03 indicates that the document is available from the source on limited distribution for a charge of $2.50. The number .04 is on all entries in the catalog, indicating that the document is available for loan from the Resource Dissemination Center.

REFERENCES

Following is a comprehensive list of the materials to which reference has been made in this bulletin. All of these are available *on a loan basis* from the Resource Dissemination Center, Oregon Department of Education, 942 Lancaster Dr. NE, Salem, Or 97310. Some may also be obtained for permanent use by writing to the source; the preliminary code number is that of the Oregon Department of Education and may be interpreted as follows:

.02 – Unlimited distribution from the source
.03 – Limited distribution from the source
.04 - Only loan copy available (from Or. Dept. Educ.)

Code No. Item

.04 1. *Activities for Career Education, Grades K-3, 4-6* (211.02). Project Coord.: Thomas Parr, Portland Public Schools Area II, 8020 NE Tillamook, Portland, OR 97213 (1974).

.04 2. *Amity District Long-Range Program for Career Education* (805.01). Amity School District No. 4J, P.O. Box 138, Amity, OR 97101 (1973).

.03 3. *Implementing Career Awareness in the Elementary Schools* (211.01). Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310 (1975). Free (as budget permits)

.03 4. *The Career Awareness Pocket Manual – For Large Round Pockets* (211.01). Eugene Public Schools, Lane County District No. 4J, 200 N. Monroe, Eugene, OR 97402 (1973). $3.20.

.03 5. *Career Awareness Learning Activities* (211.02). Oregon Department of Education, 942 Lancaster Drive NE, Sale, OR. 97310 (1972-74). Free (as budget permits)

.03 6. *Teacher Guide for Career Awareness Process in the Elementary School* (211.01). Springfield School District No. 19, 525 Mill Street, Springfield, OR 97477. $2.50.

.02 7. *Guidelines for Implementing Career Exploration in the Early Secondary Schools* (312.01). Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310 (1975). Free (as budget permits)

.04 8. *Understanding the Career Cluster Health Occupations* (312.05). Louise Hagebush, Teacher, Springfield Junior High School, Springfield, OR 97477.

.04 9. *Health and Health Related Career Exploration* (412.05). Project Dir.: Margaret Smith, Roosevelt High School, 6941 N. Central Street, Portland, OR 97203 (June 1975).

.04 10. *Career Exploration: A Curriculum Guide* (312.01). Project Coord.: John Ries, Rivergate Career Education Project (ESEA Title III), Portland Public Schools, 6941 N. Central Street, Portland, OR 97203 (June 1974).

.04 11. *Activities for Career Education, Grades 7-8* (312.01). Project Coord.: Thomas Parr, Portland Public Schools Area II, 8020 NE Tillamook, Portland, OR 97213 (1974).

.04 12. *M·U·S·I·C· (Music–Utilizing Students Investigating Careers)* (312.05). Project Dir.: Lamar Jolly, Portland School District No. 1, Area III, 531 SE 14th Avenue, Portland, OR 97214.

.04 13. *Understanding the Career Cluster Concept--No. 2* (312.04). Louise Hagebrush, Teacher, Springfield Junior High School, Springfield, OR 97477.

.03 14. Individual handbooks are available through the Documents Clerk, Department of Education, 942 Lancaster Drive NE, Salem, OR 97310. They are as follows:
Accounting, 1973, 250 pp. $2.50
Agriculture, 1974, 150 pp. $2.50
Building Construction, 1972, 271 pp. $2.50
Clerical Occupations, 1970, 134 pp. $2.50
Electricity/Electronics, 1974, 149 pp. $2.50
Food Service Occupations, 1970, 163 pp. $2.50
Forest Products, 1972, 165 pp. $2.50
Health Occupations, 1970, 153 pp. $2.50
Industrial Mechanics, 1974, 188 pp. $2.50
Marketing, 1974, 170 pp. $2.50
Metals, 1974, 181 pp. $2.50
Steno-Secretarial, 1971, 91 pp. $2.50

.03 15. *Communication Skills Program for Vocational Students* (403.99). Project Dir.: Alvin Pfahl, West Linn Public Schools, West Linn, OR 97068 (May 1972). Free (as budget permits).

.03 16. *Second-Language Education and Career Education* (701.01). Project Dir.: Wolfgang Dill, Oregon State University, Corvallis, OR 97330. $4.00

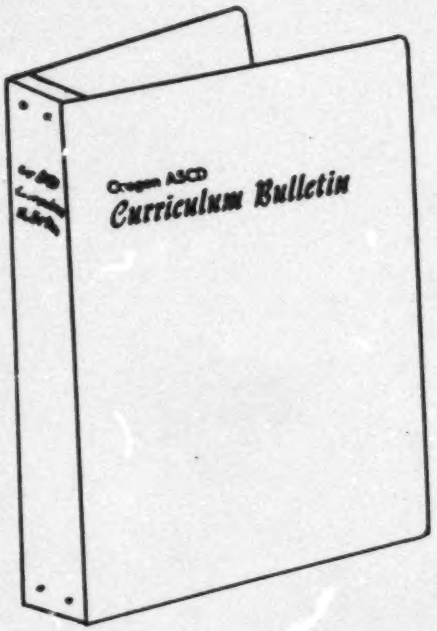
.03 17. *Real Estate Community College Guide* (513.02). Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310. Available after March 1, 1976. (Write for price).

.03 18. *Community Nurse Refresher Curriculum* (513.03.02). Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310 (January 1972). $2.20.

.04 19. *Cooperative Region X Four-State Project* (701.02). Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310 (1975).

.03 20. *Workshop Planning Kit* (701.02). Nancy Carlson, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310 (May 1974). Free (as budget permits).

.03 21. *In-Service Education: A Method for Organizing and Implementing In-service Programs.* (701.02). John Davies and Richard Holloway, Oregon Department of Education, 942 Lancaster Drive NE, Salem, OR 97310 (May 1975). Free (as budget permits).



NOW

a binder
especially designed
for your
OrASCD Curriculum Bulletins

Just the right size to hold a year's bulletins
Preserve your bulletins for maximum use.

Regular price $5.00
postpaid

Special offer $4.00
postpaid

If ordered with at least five different bulletins for a combined shipment.
(Future issues, or a subscription, cannot be part of the five)

Order from: OrASCD Curriculum Bulletin, P.O. Box 421, Salem, OR 97308

PAYMENT MUST ACCOMPANY ORDER

(Please use school or library address, if possible)

OrASCD CURRICULUM BULLETINS IN PRINT
JANUARY 1976

No.			
310	Remedial Reading: Case Studies (Elementary grades)	22 p	$1.50
311	Teaching Performance: Some Basis for Change	18 p	1.50
312	An Inventory of Reading Skills	20 p	1.50
313	Evaluative Reform in the Arts and Humanities	16 p	1.50
314	A Curriculum Manifesto (Jack Frymier)	48 p	1.50
315	Responding to Student Unrest: Administrative Guide	132 p	2.50
316	Ann. Biblog, Sec. Sch. Remediation of Reading	39 p	2.00
317	The Change Process: What We Can Learn From Nepal	56 p	2.00
318	Writing is the Funnest Thing: Creative Writing	43 p	1.50
319	The Open School: Roosevelt Junior High School, Eugene	43 p	1.50
320	Designing Behavioral Goals	31 p	1.50
321	Mapology: A Guide for Teaching Maps	44 p	2.00
322	Guide to Art Prints in the Classroom	42 p	2.00
323	Moving Toward a More Open Education	76 p	2.50
324	B F Skinner and Carl Rogers on Behavior & Education	48 p	2.00
325	Instruments for Measuring "Intangibles"	44 p	2.00
326	The Heritage of America's Youth: A Source Book for Teachers	128 p	3.75
327	Learning Activity Packages for Secondary Schools	44 p	2.00
328	Centers for Teachers (making them effective)	17 p	1.50
329	Games and Strategies for Teaching Reading	32 p	2.00
330	Aids for Integrating Career Education (practical guide)	52 p	2.50
331	The Heritage of America's Youth in Historical Perspective (March)		3.00 (est.)

YOU MAY PURCHASE THE ABOVE BULLETINS, INDIVIDUALLY, AT THE LISTED PRICE — OR YOU MAY SAVE 20%-30% BY PURCHASING THEM IN PACKAGE LOTS, AS LISTED BELOW:

1976 SUBSCRIPTION PACKAGE — USA, $7.50; Canada, $9.00; other, $10.00	
Reading Pkg. — Nos. 310, 312, 316, 318, 329	$6.50
Social St. Pkg. — Nos. 317, 319, 321, 325, 326	8.75
Open Educ Pkg. — Nos. 315, 319, 323, 325, 330	8.50
Educ Analysis Pkg. — Nos. 314, 317, 320, 324, 328	6.50
Innovative Teach Pkg. — Nos. 311, 313, 327, 329, 330	7.50
Career Educ Pkg. — Nos. 319, 323, 324, 325, 330	7.00
Elem Educ Pkg. — Nos. 310, 312, 318, 321, 322, 323, 325, 326, 329	15.00
Sec. Educ Pkg. — Nos. 315, 316, 319, 321, 323, 325, 326, 327, 330	15.50
Comm Col Educ Pkg. — Nos. 312, 316, 324, 325, 326, 330	11.00
Administrator's Pkg. — Nos. 311, 313, 314, 315, 317, 319, 320, 323, 324, 328, 330	16.00
All Buls Pkg. — (All bulletins listed above, except. no. 331)	30.00
All Buls/Subscr Pkg. (All bulletins including a 1976 subscription)	35.00
Pers Select Pkg. — (Your own choice of any five or more bulletins, except No. 331, at list price less 20%)	

ORDER PACKAGES BY NAME ONLY, EXCEPT "PERS SELECT PKG" MUST INCLUDE BULLETIN NUMBERS

PAYMENT MUST ACCOMPANY ALL ORERS — and — YOU MUST SPECIFY "JAN. '76 SPECIAL"

Order from: OrASCD Curriculum Bulletin, PO Box 421, Salem OR 97308 (We pay postage)

Please order on the form below, or a facsimile thereof, or be sure to (a) mention "Jan '76 Special," (b) use your Zip Code, and (c) enclose payment.

JAN '76 SPECIAL

OrASCD Curriculum Bulletin
PO Box 421, Salem, OR 97308

Date _____

Please send the following: I enclose $_____ in payment.

(Name of Package)	(Price)	(Name of Package)	(Price)
_____	_____	_____	_____
_____	_____	_____	_____

Mail to: Name _____

Address _____

_____ Zip

PAYMENT MUST ACCOMPANY ORDER